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ABSTRACT

These guidelines help professional development chairs, administrators, and teachers collaboratively plan for the ongoing skill development and content acquisition of staff members. Section 1, "Missions, Mandates, and Regulations for Professional Development," describes the mission of professional development as supporting teachers in continuing efforts to improve instruction. The section highlights: statutory authority for professional development; Missouri School Improvement (MSIP) standards; teacher certification; and "show me" standards, curriculum framework, and assessment system. Section 2, "Professional Development Roles and Responsibilities," discusses support for professional development and the roles of the Department of Elementary and Secondary Education, the School Board, the administration, and the professional development committee (PDC). Section 3, "PDC Budget," discusses funds for professional development, allowable expenditures, nonallowable expenditures, budgeting, and accounting for expenditures. Section 4, "Planning, Implementation, and Evaluation of Professional Development," discusses defining and designing professional development; planning for professional development; implementing professional development (teaming and adult learning); and assessing/evaluating. Section 5, "Resources," offers information on state professional development initiatives, national staff development standards, and other resources. Eight appendixes present (1) current MSIP professional development report form, (2) certification forms, (3) "show me" standards, (4) sample Board of Education policies for professional development, (5) a sample individual professional development plan, (6) a sample district professional development plan (including budget summary), (7) sample team activities, and (8) a sample of an informal professional development survey. (SM)

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ED 416 196

Missouri Professional Development Guidelines *for* Student Success

Developed and Prepared by

a Statewide Advisory Committee
in Cooperation with
The Missouri Department
of Elementary and Secondary Education
Division of Urban and Teacher Education

1997

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Dear Fellow Educators:

We would like to invite you to participate in the single most important role and responsibility of any professional in a school system and that is the role of Professional Development Committee.

The passage of Goals 2000 by Congress and the Outstanding Schools Act (SB380) in Missouri have given increased emphasis to teacher development and its role as an essential component of achieving student access and excellence. Teacher preparation is broader than teacher education programs for preservice teachers. It includes continuous skill development from recruitment to retirement for the educator as symbolized by our Divisions "House."

These guidelines are intended for use by professional development chairs, administrators and teachers as they collaboratively plan for the on-going skill development and content acquisition which enhances the art of teaching. Additional resources for this work are mentioned throughout these professional development guidelines, including the support of the Regional Professional Development Centers. Each school district PDC chair will receive a video tape that describes the role and the relationship of the local RPDC to professional development efforts.

These newly formatted guidelines, replacing the original guidelines printed in 1988, can be placed in a binder by sections and will be updated yearly. When the guidelines are placed on our web site, your local PDC will be able to download current information, as we continue to update and add information.

The members who put these guidelines together are commended for their efforts in bringing Missouri to the professional development forefront. We hope that these guidelines will assist you as you plan, implement, and evaluate your local district professional development activities.

Please let us know if we can be of any further assistance to you and your committee.

Sincerely,

Celeste Ferguson

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SECTION I

MISSION, MANDATES, AND REGULATIONS FOR PROFESSIONAL DEVELOPMENT

SECTION I

MISSION, MANDATES, AND REGULATIONS FOR PROFESSIONAL DEVELOPMENT

Notes

1. Mission, Mandates, and Regulations for Professional Development

A. MISSION OF PROFESSIONAL DEVELOPMENT

Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology and assessment.

Educators derive benefits from pursuing both individual and organizational interests. Technology transfer, collegial exchanges, enhanced content knowledge, and skill development can all contribute to increasing both individual and organizational capacity.

Professional educators continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Sustained training to develop and hone teaching skills is a worthy goal for teachers and can be supported with professional development monies.

To develop a strong, well-organized professional development program, teachers, administrators, and school board members must work as a team for success. Everyone must be totally committed to the improvement of instruction for enhanced and sustained learning. Collaborative partnerships will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education, and the state will enhance the improvement process. Effective systemic reform and reculturing will ensure that each student learns well, applies his/her knowledge, and continues achieving in and out of school.

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development program relate to the district comprehensive school improvement plan and the MSIP professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district's professional development program?
- Does each professional offering enhance the participants' repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering eventually help students become better and more efficient learners?

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B. MISSOURI MANDATES AND REGULATIONS

1. Statutory Authority for Professional Development

A. Excellence In Education Act of 1985
Section 168.405.2.

2. There is hereby created the "Principal-Administrator Academy" under the auspices of the department of elementary and secondary education. The academy is not a single institution, but an organizational framework for a wide array of educational and training programs for school leaders that may be conducted at several sites in the state by the department of elementary and secondary education, individually or through contract.

Effective Date: September 1, 1988

Key Provisions:

- The academy is an organization with the ability to operate from several different sites.
- The academy may offer a wide array of educational and training programs for school leaders.
- The academy may offer professional development to individuals or contract others to offer professional development.

Sections 168.400.4(1) (2) & 5 RSMo.

4. Beginning teacher assistance programs established under this section shall include, but need not to be limited to, the following provisions:

- Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional development committee, which is hereby established in each school district, which committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.
- Such programs shall include assistance from the teacher education program which provided the teacher's training if such training was

Notes

provided in a Missouri college or university. Such assistance from the college or university may include retraining, internship, counseling, and in-service training.

- The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee; and professional growth opportunities as provided by the local school district for all practicing teachers.

Effective Date: September 1, 1988

Key provisions:

- Each district must provide a plan of professional development, with assistance from the professional development committee, for a teacher's first two years of teaching.
- The professional development committee is charged with four responsibilities:
  - (a) identify instructional concerns and remedies
  - (b) serve as a confidential consultant upon a teacher's request
  - (c) assess faculty needs and develop inservice opportunities for school staff
  - (d) present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction
- Members of the professional development committee are to be selected by teachers currently employed by the district.
- The professional development committee is to work with both beginning and experienced teachers.
- Beginning teachers who have graduated from Missouri teacher preparation programs shall receive assistance from the teacher education program which provided the teacher training.

Questions and Answers

What qualifies as prior teaching experience?

Prior teaching experience is having had two full years (not necessarily consecutive) of teaching experience under a regular teacher contract in a public school system.

Can a teacher get credit for teaching experience in a public school in another state?

Yes

If a beginning teacher in Missouri graduated from a college in another state, must he/she receive teaching assistance from the university from which he/she graduated?

No

Notes

Must professional development committee membership be limited to classroom teachers?

No. Counselors, librarians, coordinators, directors, principals, superintendents, and any other certificated staff member may serve on the committee if selected by teachers.

May non-certified staff be members of the PDC?

Teachers may select non-certificated staff members to serve on the PDC; *however, staff development for non-certified staff is not an allowable expenditure for the mandatory one percent professional development monies.* If a district intends to allocate additional funds beyond the mandatory one percent to support training for non-certified staff and they want the PDC to assist in planning this training, then non-certified staff members could serve on the PDC.

Does "entry year" mentor program apply to teachers new to the district, teachers new to teaching, teachers who change subject matter, or all of these?

Certification standards require only those teachers **new** to teaching who have not taught a full year in a public school to participate in the *"entry year"* mentor program. A second year of mentoring is recommended.

Must teachers have a professional development plan for the first two years of teaching?

A professional development plan is required for the first two years of teaching in a public school. If a teacher has taught two years in a Missouri public school (consecutive or non-consecutive), a professional development plan is not required. If a teacher is hired from another state with two years' teaching experience, a professional development plan is not required. Teachers must have a professional development plan for several years to obtain advanced certification. *For more information, refer to certification guidelines, discussed later in this section, page 17.*

Must teachers joining the public system from a private school prepare a professional development plan? Yes

Does a teacher who is teaching with temporary certification need a mentor and a professional development plan for two years?

Yes. During the first year of teaching in a public school, a teacher must have a mentor and must write a professional development plan for that year and the next as indicated by law.

In selecting PDC members, does the entire district staff vote, or can individual schools elect PDC members?

School systems may use whatever methods they wish to select PDC members; however, members must be selected by teachers. Consideration should be given to including specialized staff such as Title I, Gifted, Special Education, etc.

What type of follow-up assistance are universities required to provide? The law is not specific. However, section 4.(2) does specify "retraining, internships, counseling, and in-service training."

Notes

Can a district PDC meet and vote on items without an administrative advisor present?

Yes; however, PDC work must be done in consultation with district administration. A close working relationship should be established between teachers and the district administration as they work to plan professional development activities which tie in with the district's comprehensive school improvement plan.

Is training for the PDC required?

Training is not required; however, it is highly recommended.

Is the PDC responsible for helping all new teachers in the district create their individual plan or is this the responsibility of the new teacher and mentor?

The PDC should create a "generic plan" that can be used by all new teachers. The mentor should then work with the teacher to develop his/her unique goals. For example, the PDC may establish a new teachers' orientation pertaining to district and school policies, while mentors work individually with teachers to enhance classroom management skills, instructional strategies, etc.

How can special education (Comprehensive System of Personnel Development) professional development plans be incorporated into the district's comprehensive professional development plan?

Missouri, consistent with the requirement of Individuals with Disabilities Education Act, provides special education funds for personnel/development/training. Each school district is allotted ten dollars per child, per the district's December 1 special education child count for professional development for special education staff. Each school district addresses in its Compliance Plan, how these professional development funds will be used. In addition to these locally available funds, state special education funds support state projects and outreach services, providing support and technical assistance for special education programs and personnel.

B. **The Outstanding Schools Act Of 1993**

SB380, Section 7: RSMo

7.1 Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.031, RSMo., a school district shall allocate one percent of monies received pursuant to section 163.031, RSMo., exclusive of categorical add-ons, to the professional development committee of the district as established in subdivision (1) of subsection 4 of section 168.500 RSMo. Of the monies allocated to the professional development committee in any fiscal year as specified by the subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board.

Notes

163.021.5. No school district shall receive state aid pursuant to section 163.031, if such district was not in compliance, during the preceding school year, with the requirement, established pursuant to section 7 of this act, to allocate revenue to the professional development committee of the district.

This Act is very important because, while the Excellence in Education Act remains in effect, The Outstanding Schools Act (SB380) changes the emphasis and the process for professional development. The Excellence in Education Act recognized the need for teachers to grow professionally. The intent was to establish professional development opportunities for beginning and established teachers as individuals.

The Outstanding Schools Act (SB380):

- Emphasizes a professional development plan for individual teachers in their first two years of teaching.
- Addresses identifying instructional concerns and remedies for individual beginning teachers and individual experienced teachers.
- Specifies that faculty needs should be assessed.
- Specifies that faculty suggestions, ideas, and recommendations be presented to the "proper authority."

The Outstanding Schools Act (SB380) by its title suggests a shift in emphasis. Instead of the "shotgun" approach to professional development whereby individuals choose something of interest, the emphasis is on individual growth and systemic improvement.

How can the school system provide training for its teachers so that students will become better achievers? Instead of emphasizing individual professional development based on a random needs assessment, the emphasis is on focused professional development for the entire school system. The Outstanding School Act (SB380) also recognizes the importance of the PDC, the administration and the board collaborating, thus, the language "of the monies allocated to the professional development committee . . .

> such funds shall be spent . . . for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board."

Although, all professional development must be tied to the objectives of the comprehensive school improvement plan, needs assessments may still be appropriate. The Excellence in Education Act also specified that faculty suggestions, ideas, and recommendations are to be presented to the proper authority while the Outstanding School Act (SB380) specifies the importance of consultation with the administration and the necessity for board approval.

Notes

From these acts, Missouri has developed an indepth, organized, systemic approach to professional development. No longer is "shotgun" professional development acceptable. Professional development must have a specific, clear focus for school improvement which helps students become high achievers and successful in school.

Effective date: August 28, 1993

Key provisions:

- A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the professional development committee for the professional development of certified staff.
- Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.
- Purposes for expending the mandated professional development funds are to be determined by the professional development committee in consultation with administrators and approved by the local school board.
- Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of a comprehensive school improvement plan of the district as developed by the board.
- The penalty for not complying with the requirements is loss of state aid during the next school year.

Questions and Answers

Must the twenty-five percent carryover money be spent the next year?

Although not specifically addressed by law, DESE guidelines specify that it be spent the following year.

By what date must seventy-five percent to one-hundred percent be spent?

Generally bills must be paid by June 30.

What does "after consultation with the administrators of the school district" mean?

Teachers on the PDC and administrators should discuss, consider, and agree upon all aspects of the district's professional development plan. Ideally, administrative representatives work on the professional development committee as non-voting members, so that collaboration occurs as the plan is developed. If elected by teachers, the administrator is a voting member.

What does the law mean by "a school improvement plan?"

The intent of the law is that the set-aside funds be used for professional development designed to help districts meet the objectives of comprehensive school improvement plans developed under the Missouri School Improvement Plan (MSIP). The law does not specify that the plan must be the MSIP plan, but it would not be practical to have an MSIP plan and another separate school improvement plan.

Notes

Must a new district professional development plan be written each year?

Professional development plans may be drafted for one year at a time or for multi-year periods with annual reviews, revisions, and updates.

Must the professional development plan be approved by the board each year?

Yes. After the professional development committee has devised a new plan or reviewed, revised, and updated the previous year's plan in consultation with the administration, it must be presented to the board for approval.

Is an end-of-the-year report required?

An end-of-the-year report is not required, but is recommended to provide feedback for the staff and the board.

How will compliance for the expenditure of PDC funds be monitored?

During each MSIP on-site review, the visiting team will review the professional development plan, interview teachers, and reach a conclusion with respect to whether the district is in substantial compliance with the statute. Annually, districts will report the expenditures under this provision separately from other expenditures on the Annual Secretary of the Board Report (Form FD/5, Function 2214). Regular audit reports may be required to include compliance statements.

What is the penalty if a district fails to allocate and expend the required amounts for professional development?

The district will not receive state aid under the foundation program during the following year.

Does the one percent foundation formula apply to money received specifically for summer school?

No

Can more money be spent on professional development than one percent of the foundation money?

Definitely. Districts are encouraged to support professional development with additional monies whenever possible. Certainly district funds should be set aside for the development of non-certified staff since one percent monies cannot be used for non-certified staff.

Who writes the school improvement plan?

The school improvement plan of the district is to be developed by the local board. The board may delegate that responsibility to the administration or to other groups, but the board is ultimately responsible.

Can local boards reject the PDC plan?

Yes. If this happens, the PDC must consult with the administration, make adjustments to the plan, and resubmit it to the local board of education for approval.

Notes

2. Missouri School Improvement Standards

MSIP STANDARDS
PROFESSIONAL DEVELOPMENT

12.1A Professional development programs are cooperatively developed by the school staff, administrators, and school board members with assistance from a professional development committee, as required by Sections 168.400 and 160.530. RSMo.

1. A professional development committee, elected by the staff, coordinates, and sets the direction for professional development activities.
2. Teachers are involved in the planning, implementation, and evaluation of staff development programs.
3. There is a written procedural plan for the professional development to stimulate and encourage the professional growth of both new and experienced staff. This plan includes goals, objectives, evaluation criteria, appropriate policies and procedures, mentoring provisions, and a description of those unique procedures used by the professional development committee to assure planned activities are related to the district's Comprehensive School Improvment Plan.
4. The professional development committee conducts an assessment of needs based upon faculty input, student data, and other appropriate information. The needs identified in these assessments are addressed and incorporated in the district's Comprehensive School Improvement Plan.
5. Each year, the professional development committee plans and implements activities which are clearly related to the Comprehensive School Improvement Plan.
6. The professional development committee has been allocated one percent of the district's current year Basic Formula apportionments and has spent seventy-five percent of this allocation each year on activities related to the objectives of the board-approved Comprehensive School Improvement Plan.
7. The district commits additional funds beyond one percent of the Basic Formula apportionments for inservice training sessions.

12.1B For the entire school staff (certificated and noncertificated), professional growth is a continuous process of refining skills and keeping current with new developments in the field of education.

1. Staff development opportunities are available for all staff and supported financially to the extent necessary to enable participation. Policies exist for the reimbursement of expenses for professional development activities.
2. Time is provided to staff as an encouragement to participate in staff development activities.
3. The effectiveness of staff development programs is validated through improved teaching practices.

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4. All faculty and staff have been trained, within the last three years, in recognizing the signs and symptoms of substance abuse (and other behaviors of concern) and have been trained in implementing the district's intervention strategies.
5. Certificated staff members share information acquired through professional organizations and out-of-district staff development activities to promote interest and professional growth among all staff members.
6. The certificated staff is encouraged to maintain membership in and participate in professional organizations.
7. The certificated staff is routinely provided information regarding valid research and current instructional practice.
8. Staff development programs incorporate knowledge of adult learning patterns and are relevant to actual responsibilities.

As each school district has a Missouri School Improvement Program (MSIP) review, the visiting team will examine the professional development program. The following documentation will be required:

12.1A Professional Development Program

- ❒ List of district professional development committee members and minutes of last year's PDC meetings
- ❒ All professional development policies and procedures
- ❒ Professional development procedural plan in teachers' handbook or separate document including:
  - a. Goals, objectives, evaluation criteria
  - b. Appropriate policies and procedural plan (including those needed to assure that professional development activities are related to the district's Comprehensive School Improvement Plan (CSIP)
  - c. Mentoring provisions/procedures
- ❒ Assessment of needs related to professional development based on faculty input, student data, etc.
- ❒ Evaluation results for the total professional development program (see also Standard 13.1 B)
- ❒ Evidence of how the district ensures there is a relationship between the PDC activities and the Comprehensive School Improvement Plan (may be taken from the self-study or Doc. Form 12. See 12.1 B)
- ❒ Budget allocations for professional development (or cross-reference budget line-item number)

Notes

12.1B Professional Development Participation

- ❒ Professional development requirements and reimbursement policies and procedures (from either board policy manual or teachers' handbooks, etc.)
- ❒ Form to be completed by the district; "Professional Activities In and Out of the District" (Doc. Form 12)
- ❒ Any evidence or resesearch used by the district to validate that teaching practices have improved as a result of inservice educational programs (or cross-reference to self-study response. This will not be required documentation, but will be examined if available.

THE MSIP PROFESSIONAL DEVELOPMENT REPORT CAN BE FOUND IN APPENDIX A.

3. (REPLACE THIS PAGE WITH YOUR SCHOOL DISTRICT'S COMPREHENSIVE SCHOOL IMPROVEMENT PLAN)

4. Teacher Certification

The PDC can be of service to district teachers by helping them work toward upgrading certification. This can be accomplished in at least two ways: (1) develop a strong mentoring program which emphasizes that mentors assist new teachers; (2) whenever possible, provide professional development opportunities which are consistent with the district comprehensive school improvement plan and simultaneously helpful to teachers striving to meet certification upgrade standards.

ABOUT MISSOURI TEACHING CERTIFICATES

The teaching certificate is the official license to teach in the state of Missouri. According to state statute (Section 168.011 RSMo), a valid certificate is required for teachers in Missouri public schools. Two copies of the teaching certificate are provided. The superintendent's copy is to be on file with an employing school district, and the teacher's copy should be retained for his/her personal file. The teacher must make sure that the superintendent's copy is returned when he/she leaves a school's employment. The teacher must examine the certificate carefully and report any errors to the Teacher Certification Office, Missouri Department of Elementary and Secondary Education at (573) 751-0051.

REVOCATION

The Missouri State Board of Education may refuse to issue or renew, or may suspend or revoke a certificate of license to teach upon satisfactory proof of incompetency, cruelty, immorality, drunkenness, neglect of duty, annulment of a written contract, or upon conviction of a felony or crime involving moral turpitude.

CLASSIFICATION

- **LIFETIME** Prior to September, 1988, applicants who met all requirements were issued a lifetime certificate, except in Vocational Education.
- **VOCATIONAL** Two- or five-year certificates are issued in this area to be used in approved vocational schools at the secondary, postsecondary, or adult level.
- **ADMINISTRATION** Five- or ten-year certificates are issued for Elementary, Middle School, or Secondary Principals; Superintendents; Special Education Directors; and Vocational Education Directors.
- **GUIDANCE** Five- or ten-year certificates are issued for Elementary and/or Secondary Counselors; School Psychological Examiners, and School Psychologists.
- **PROVISIONAL** Two-year nonrenewable provisional certificates are issued to teachers who lack a few hours of meeting all the requirements for full certification. The largest number of provisional certificates are issued to teachers who are adding an additional area of certification or to teachers moving into Missouri from another state. Provisional certificates are only issued at the request of the employing Missouri school district.
- **PROFESSIONAL** Since September, 1988, applicants who have met all requirements for certification have been issued a professional classification. This three-level plan is designed to encourage professional growth during the first ten years of your career. Assignment of the classification is based upon

Notes

the number of years of approved teaching experience. The three levels of professional classification are:

- Professional Certificate I (PC I): less than three years of approved teaching experience
- Professional Certificate II (PC II): a minimum of three years of approved teaching experience
- Continuous Professional Certificate (CPC): a minimum of ten years of approved teaching experience and a master's degree in education or in an area of certification

Teachers holding lifetime certificates in other areas will enter under the appropriate level of professional classification for any new area(s) of certification.

REVISED CERTIFICATION PLAN (Effective May 1, 1993)

PC I (PROFESSIONAL CERTIFICATE I)

Teachers who hold this **three-year** certificate are required to

- Participate in an entry-year mentor program
- Develop and implement a professional development plan
- Complete 30 clock hours of inservice training
- Participate in performance-based teacher evaluations
- Participate in a beginning-teacher assistance program sponsored by a college or university
- Complete three years of approved teaching experience

The PC I is nonrenewable; requirements must be satisfied to upgrade to the PC II level. If requirements cannot be met, an extension or reissue may be granted.

PC II (PROFESSIONAL CERTIFICATE II)

Teachers who hold this **seven-year** certificate are required to

- Continue following a professional development plan
- Complete 30 additional clock hours of inservice training
- Complete 12 semester hours of academic credit*
- Participate in performance-based teacher evaluations
- Complete seven years of approved teaching experience

**Teachers who have earned a master's degree in education or in an area of certification are exempt from the 12 semester-hour requirement.* Teachers may renew the PC II an unlimited number of times by repeating the requirements every seven years.

CPC (CONTINUOUS PROFESSIONAL CERTIFICATE)

This **ten-year** certificate is issued to those who

- Complete all requirements at the PC II level
- Have a minimum of ten years of approved teaching experience
- Have a master's degree in education or an area of certification

Notes

Consult DESE home page at http://services.dese.state.mo.us for current information regarding teacher certification.

Teachers may renew the CPC an unlimited number of times by submitting the appropriate form to the state's teacher certification office. More information concerning the Revised Certification Plan is available through the Teacher Certification Office, Department of Elementary and Secondary Education, phone number (573) 751-0051.

REFER TO APPENDIX B FOR ADDITIONAL INFORMATION ON CERTIFICATION.

5. "Show Me" Standards, Curriculum Frameworks, and Assessment System

The following sections of the Outstanding Schools Act of 1993 (SB380) provide for the development and implementation of academic standards, curriculum frameworks, and a primarily performance-based assessment. All three of these mandates have direct implication for professional development.

Because the standards require students to show what they know, teachers must be able to provide a variety of learning experiences and teaching techniques to support student success. Professional development committees must identify professional development opportunities that support teachers as they provide a balance between traditional and hands-on, authentic learning experiences for students.

Writing and implementing a standards-based curriculum creates a need for professional development. The local professional development committee through the local plan and budget can support curriculum development and instructional techniques needed to implement a standards-based curriculum.

The development of a primarily performance-based assessment system will affect the way student achievement is measured. Using a three-part assessment, students must show what they know and are able to do with their knowledge in the subject areas identified by the law. For students to have the best opportunity for success, Missouri educators must understand and competently use performance assessment techniques in conjunction with other assessment options. Assisting teachers in understanding and successfully integrating performance assessment techniques into their instructional practices is another consideration for professional development committees.

The link between professional development and successful implementation of these mandates is clear. The goal of the standards, frameworks, and performance-based assessment system is two-fold: to improve the quality of instruction and to increase

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student achievement. To reach these goals, Missouri educators will need the support of a professional development plan that provides ongoing development and refinement of instructional techniques and practices.

(a) The Outstanding Schools Act of 1993

SB380, Sections 3 and 4 RSMo.

Section 3.1. By rule and regulation, and consistent with the provisions contained in section 6 of this act, the state board of education shall adopt no more than seventy-five academic performance standards which establish the knowledge, skills, and competencies necessary for students to successfully advance through the public elementary and secondary education system of this state; lead to or qualify a student for high school graduation; prepare students for post-secondary education or the workplace or both; and are necessary in this era to preserve the rights and liberties of the people.

Section 3.2. The academic performance standards are to be developed and recommended to the State Board of Education by "work groups" composed of professionals with expertise in the subject areas, a majority of whom must be active classroom teachers selected by professional teachers' organizations of the state. Other teachers may also be appointed to the work groups by the State Board of Education.

Section 3.3. The state board of education shall develop written curriculum frameworks that may be used by school districts. Such curriculum frameworks shall incorporate the academic performance standards adopted by the state board of education pursuant to subsection 1 of this section. The curriculum frameworks shall provide guidance to school districts but shall not be mandated for local school boards in the adoption or development of written curricula as required by subsection 4 of this section.

Section 3.4. No more than one year after the State Board of Education publishes state curriculum frameworks, each local school board shall adopt or develop a written curriculum designed to ensure that students attain the knowledge, skills, and competencies established by the academic performance standards. Local boards are encouraged to adopt or develop curricula that are rigorous and ambitious, but are not required to use the state curriculum frameworks. Local boards may also establish academic performance standards in addition to those established by the state.

Section 4.1. Consistent with the provisions contained in section 6 of this act, the state board of education shall develop a statewide assessment system that provides maximum flexibility for local school districts to determine the degree to which students in the public schools of the state are proficient in the knowledge, skills, and competencies adopted by such board pursuant to subsection 1 of section 3 of this act. The statewide

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assessment system shall assess problem solving, analytical ability, evaluation, creativity, and application ability in the different content areas and shall be performance-based to identify what students know, as well as what they are able to do and shall enable teachers to evaluate actual academic performance. The assessment system shall neither promote nor prohibit rote memorization and shall not include existing versions of tests approved for use pursuant to the provisions of section 160.257, RSMo, nor enhanced versions of such tests. The statewide assessment shall measure, where appropriate by grade level, a student's knowledge of academic subjects including, but not limited to, reading skills, writing skills, mathematics skills, world and American history, forms of government, geography, and science.

Section 4.2. The assessment system shall only permit the academic performance of students in each school in the state to be tracked against their own prior performance.

Section 6.1. In developing the assessment system, the State Board of Education must consider the work done by other states, recognized regional and national experts, professional education discipline-based associations, and other professional education associations. The Board must adopt work that has been done by a consortia of other states and may contract with such a consortia to develop and implement the assessment program.

(b) The "Show Me" Standards

All Missourians are eager to ensure that graduates of Missouri public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the Outstanding Schools Act of 1993 (SB380) called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. Each of six educator groups comprised of approximately 25 educators representing elementary, secondary, vocational/technical and higher education; and those representing the educational needs of disadvantaged students, students with disabilities, and gifted students worked on the development of the standards.

The Show-Me Standards were reviewed by the State Board of Education, two ad hoc committees appointed by the State Board of Education for that purpose, the Commission on Performance led by Governor Mel Carnahan, and the teachers of the state through their professional development committees. The standards were also subject to public comment sessions at hearings across Missouri in January, 1996, before they were finally approved by the State Board that same month.

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The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over, and acts as a springboard to success beyond the classroom.

The standards were not organized as a curriculum. Rather, they serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

These 73 standards are intended to define what students should learn by the time they graduate from high school. There are 33 performance standards listed under four broad goals, and 40 knowledge standards. **The standards can be found in Appendix C.**

(c) The Curriculum Frameworks For Curriculum Development

School districts will be expected to have reviewed at least one curricular area and developed a timeline for reviewing the remaining curriculum areas included in the Show-Me Standards by August, 1997. The schedule must demonstrate completion of the curriculum review by the start of the 2000-2001 school year. The Department has suggested a minimum timeline for review of the curriculum as follows:

Math — August, 1997	Health/Physical Education — August, 1999
Communication Arts — August, 1998	Fine Arts — August, 2000
Science — August, 1998	Social Studies — August, 2000

Schools are not required to review the subjects in this order if they already have a different timeline in place or choose to review their curriculum in a different order.

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Curriculum Frameworks were developed as resources to:

- ❒ Assist districts in developing curriculum consistent with the Show-Me Standards
- ❒ Indicate what students should know and be able to do at the end of grades 4, 8, and 12
- ❒ Support teachers in providing high-quality learning experiences for all students
- ❒ Suggest examples of hands-on/real-world activities and classroom performance assessments
- ❒ Suggest effective learning and teaching strategies supported by research and practice
- ❒ Provide examples of quality student work requiring both knowledge and the application of that knowledge

Curriculum Frameworks are not:

- ❒ Required by law for district use
- ❒ Detailed lesson plans or curricula
- ❒ Items on which all students must be tested
- ❒ Directives for uniform programs or textbook adoption
- ❒ Mandates for inclusion of specific teaching methods or programs

To meet the academic standards through a well-organized approach to curriculum will still necessitate the involvement of all students. The following are offered as suggested strategies to help all students become more engaged in learning:

- ❒ Use a multisensory approach to teaching and learning, including auditory, visual, and hands-on techniques
- ❒ Present concepts in several ways linking them to what students already know and checking frequently for understanding
- ❒ Model learning strategies and encourage students to talk about their own thinking and learning process
- ❒ Teach students how to organize their thoughts using drawings, charts, outlines, thumbnail sketches; and computer generated flow charts, spread sheets, and databases, etc.
- ❒ Encourage students to use technology as a user-friendly tool for learning
- ❒ Use questions and approaches that require inquiry, problem solving, and the synthesizing of ideas
- ❒ Provide equal opportunities for all students to participate in class activities
- ❒ Adapt materials to accommodate students with special needs

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- Provide real-life and work applications of what students should know and be able to do
- Develop a classroom assessment program that allows all students to show what they know and can do

A copy of the curriculum frameworks can be obtained by calling, (573) 751-4234, the Missouri Department of Elementary and Secondary Education, Division of Instruction.

(d) Student Assessment

According to the law, as indicated earlier, the Missouri assessment system must possess specific characteristics. It:

- must assess problem-solving, analytical ability, evaluation, creativity, and application
- must measure ability in the different contest areas;
- must neither promote nor prohibit rote memorization;
- may not include the current or enhanced versions of the MMAT; and must measure, where appropriate by grade level, students' knowledge of academic subjects, including but not limited to, reading, writing, and math skills; world and American history; forms of government; geography; and science.

The goal is to have a complete statewide assessment program in place by the year 2000. The math assessment will be ready for use in grades 4, 8, and 10 by the spring of 1997. The proposed timeline for implementation is as follows:

SUBJECT	PILOT/FIELD TEST	IMPLEMENTATION
Math	spring/fall - 1996	spring - 1997
Communication Arts	spring/fall - 1997	spring - 1998
Science	spring/fall - 1997	spring - 1998
Social Studies	spring/fall - 1998	spring - 1999
Health/Physical Ed.	spring/fall - 1999	spring - 2000
Fine Arts	spring/fall - 1999	spring - 2000

The first administrations of math, communication arts, and science will be voluntary. Districts will be required to administer all three subject areas by 1999. The remaining subject areas will be required during the years listed.

The number to call with questions/comments regarding Missouri's assessment system is The Missouri Department of Elementary and Secondary Education Assessment Section at 1-800-845-3545.

SECTION II

PROFESSIONAL DEVELOPMENT ROLES AND RESPONSIBILITIES

SECTION II

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Notes

II. PROFESSIONAL DEVELOPMENT ROLES AND RESPONSIBILITIES

A. Support For Professional Development

Since members of the community have the right to expect school improvements as a result of professional development, it is important that administrators, PDCs, and teachers, use professional development monies prudently. It is critical that professional development monies be used to support only those results-driven, high quality professional development activities which support the school district's current comprehensive school improvement plan. Unless professional development activities improve teaching practices and student learning, they should not be scheduled. The best way to demonstrate to the public that professional development for teachers is important to the success of students is to document results in terms of improved student learning.

B. Role of the Department of Elementary and Secondary Education

The Department's role is to offer effective professional development opportunities while supporting statewide school efforts for improving and implementing professional development. The Department provides support through: state funding, state initiatives, and technical assistance.

C. Role of the School Board

Local school board commitment is essential to the success of the professional development program. If not already accomplished, each board should adopt a written policy that clearly states its commitment to professional development for beginning and practicing teachers which leaves no doubt that it values professional development. In addition, district policy should reflect the district's vision for ongoing, systematic professional development.

The board's professional development policy should support the professional development committee as they plan and provide professional development opportunities designed to meet objectives of the district's comprehensive school improvement plan. The policy should address the following:

- the professional development committee
- assessment of teachers' needs and instructional concerns
- implementation of plans to meet those needs
- beginning teacher programs
- professional development plans for new teachers
- the expectation that Missouri teacher-training institutions will provide follow up for beginning teachers

Model policies can be found in Appendix D.

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D. Role of the Administration

A staff development program cannot be effective without active involvement of school administrators. The administration is responsible for working with and helping the board of education establish goals and objectives for the district. In fulfilling this responsibility, the administration must solicit input from all those who make up the educational community, so that goals and objectives can most effectively address the needs of the district.

Significantly improved student learning does not occur simply because various faculty members participate in staff development activities. Noticeable improved student learning will only come about as a result of clearly defined learning objectives; a carefully designed plan of action involving all affected educators; performance assessment strategies; and appropriate follow-up activities. Facilitating a collaborative planning process that includes teachers, principals, superintendents, and other stakeholders is essential to achieving maximum results. Role issues must not detract from the ultimate goal of improved student learning. All educators must be active learners in the effort to improve student achievement.

E. Role of the Professional Development Committee

1. Structure And Membership

The Excellence in Education Act requires each school district to have a professional development committee. Some districts, particularly large ones, may choose to have a professional development committee for each building with one member selected from each committee to serve on the district committee. There is no required number of members for the building committees or the district committee. The number of members will vary with the sizes of schools and districts. Ideally, it is desirable to have all disciplines and grade levels represented, but is often impossible to do so.

Although the law does not specify qualifications for committee members, criteria for PDC membership can be included in the district's professional development plan. For example, the PDC may require that members be certified since professional development monies are spent on certified staff only.

If it is not practical for PDC members to be chosen by the faculty as a whole, members could be nominated and elected by colleagues within specific levels and/or disciplines. Subcommittees of the PDC may be elected the same way. It is advisable that at least one subcommittee member serve on the district PDC.

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Although committee members must be elected by teachers, teachers may elect the district staff development director and/or other administrators to serve on the committee. In such cases, they would be voting members. Otherwise, an administrator should serve on the committee as an ex-officio member with no voting privileges. Active involvement of school administrators is important to the implementation of successful staff development programs. This practice promotes communication and should expedite the work of the committee.

Professional development committee and subcommittee members should elect a chairperson. They may also choose to elect a vice chairperson and a recordkeeper. The professional development committee should meet as often as needed.

The term of PDC membership is not specified in the law. Some committee members serve three-year, staggered terms. Some districts recommend that committee members serve at least one year and no more than three staggered terms. New members could be elected in December or January, trained in February or March, and begin service in April. This timeline would provide continuity and give the committee time to plan for the next school year.

Since the law does not specify exactly how the PDC should be structured, the following questions may be helpful:

How many members are enough?

When should members be elected?

Will membership be proportional/representational of the certificated staff in the district? By building? By grade levels?

What process will be used to nominate and elect PDC members?

What length of term will members serve?

Will there be a term limit on any level of participation?

What are the specific job functions for PDC officers? (Chair, vice-chair, secretary, etc.)

When and how will the election process for the teacher representatives occur?

Is a standing elections sub-committee needed?

Will there be ex-officio members? How will they be selected and what will their role be on the committee?

How will the PDC maximize collaboration with the administration?

How often and where will the PDC meet?

Do we need a building-level PDC to determine specific building needs?

If so, how would membership on those committees be established?

Should funds be allocated to individual buildings?

Refer To Appendix F for a sample of how a PDC might be structured.

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Those who serve as professional development committee members should know or come to know:

1. How to identify the roles and responsibilities of the PDC and how members interface with other "key" people in the district as they relate to the professional development process.
2. How to develop and use effective communication skills, conflict resolution skills, and collaboration strategies with teacher colleagues, and administrators.
3. How to consistently treat individuals and teams fairly while employing sound ethics and maintaining confidentiality.
4. How to assess, prioritize, and align the professional development needs and mandates of the teachers, school sites, district, and state.
5. How to access high quality resources to provide services and information to the district.
6. How to incorporate research-based "best practices" into curriculum, instruction, and staff training.
7. How to design and use evaluation strategies to review and refine professional development plans and activities.

2. **Member Training**

School districts should provide training for professional development committee members. They may choose to send their committee members to programs offered by RPDCs, colleges, universities, associations, and organizations. The topics for professional development committee member training may include:

- The **roles and responsibilities** of committee members in assisting both beginning and practicing teachers defined by statute and district policy. In addition, the roles of other key people in the professional development process should be discussed.

- **Guidelines** and suggestions for effective group interaction including the committee's role in improving communication among teachers, administrators, and higher education representatives. Conversations, panel discussions, and round table discussions could be planned.

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- The **ethical responsibilities** of members including the need for confidentiality.
- Effective **assessment methods** for determining learning needs of practicing teachers, and how to use assessment information to establish priorities.
- Good **resources** (people and publications) that provide information and services related to professional development. For example, the Standards for Staff Development from the National Staff Development Council are an excellent resource for PDC member training. **(See Section V; B, Page 85)**
- Effective **tools** for evaluating professional development activities in order to promote teacher development and improve student learning.
- An overview of **theoretical foundations of teaching and learning** to help committee members design programs for their districts.
- **Needs** identified in the district's comprehensive school improvement plan.
- National, state, and district **models of school improvement**
- **Case studies** of best practices.

F. RESPONSIBILITIES OF THE PROFESSIONAL DEVELOPMENT COMMITTEE

1. Missouri's Mandate

PDCs were first created by the Excellence in Education Act of 1985 (Sections 168.400.4(1)(2) & f, RSMo.). *The text of this law can be found in* ***Section I*** *of this document.* School districts' professional development committees were charged with four major responsibilities in this law:

- Identify instructional concerns and remedies for beginning and experienced teachers;
- Serve as a confidential consultant upon a teacher's request;
- Assess faculty needs and develop in-service opportunities for certified school staff; and
- Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The proper authority to approach with suggestions, ideas, and recommendations about instruction varies from district to district depending on who coordinates curriculum.

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The concept of **confidential consultant** deserves some discussion. The district-level committee is charged with helping teachers grow professionally. Any committee-teacher interaction should be characterized by trust not secrecy. Thus, matters discussed by a teacher and the professional development committee would be held in confidence, but would not be considered "privileged information." The courts have ruled that only doctors, lawyers, and clergy have a legal right to privileged information.

With the passage of The Outstanding Schools Act (SB380), PDC responsibilities changed from an emphasis on meeting individual teacher needs to meeting district needs as identified in the district's comprehensive school improvement plan. Also, rather than presenting suggestions, ideas, and recommendations to the proper authority, this bill specifically directs the PDC to consult with the administrator(s) and then obtain board approval.

Professional development has become a priority in Missouri as evidenced by the financial support mandated by law. According to The Outstanding Schools Act of 1993 (SB380),

> "a school district shall allocate one percent of monies received pursuant to section 163.031, RSMo, exclusive of categorical add-ons, to the professional development committee of the district. . . the monies allocated to the professional development committee in any fiscal year as specified by this subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a (comprehensive) school improvement plan of the district that has been developed by the local board."

Additional information regarding budget is provided in Section III.

It should be emphasized that professional development committees are not intended to replace principals or district administrators as instructional leaders. The committees should, however, work with principals and other administrators to meet teachers' needs and help move schools closer to their instructional goals.

The Missouri School Improvement Program (MSIP) includes a review of the school district's professional development program. Working with district administrators, PDCs must provide documentation in several areas. ***(Refer to MSIP Standards for Professional Development, Section I)***

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2. **Discussion of PDC Responsibilities**

The purpose of a PDC is to help all teachers grow professionally in conjunction with the district's comprehensive school improvement plan. The responsibilities listed in the law could be expanded to include the items in the following list:

- ❒ Implement beginning teacher assistance program.
- ❒ Work collaboratively with administrators to develop a district professional development plan which will be presented to the board of education for approval.
- ❒ Align the plan with the professional development budget.
- ❒ Determine instructional needs.
- ❒ Communicate results of instructional needs assessment with total staff.
- ❒ Read, study, and discuss research on instructional practices and quality professional development.
- ❒ Based on this information and in consultation with administrators, design professional development programs to meet those needs.
- ❒ Communicate the final plan to the total staff (teachers and administrators).
- ❒ Deliver the staff development programs or arrange for their delivery.
- ❒ Evaluate the effectiveness of programs and implement appropriate suggestions.
- ❒ Serve as confidential consultant to teachers when requested.

3. **Outline of Responsibilities**

(A) Needs Assessment

Experts recommend that a needs assessment be viewed NOT as a simplistic time-specific, task-specific activity such as a survey. Rather it should be considered as a continuous and ever-changing means of keeping the district responsive to current and future needs. The frequency, the methods, and the scope of the assessment need to be considered within the perspective of need, time, resources, and other district initiatives (i.e. new curricula, MSIP concerns and reports). A broad, comprehensive process may take as long as six to eight months and should be implemented every few years. Intervening assessments may be very focused and specific, involving considerably less time and collection of information. Routine, general assessments often have a negative effect on staff and provide minimal value to the professional development committee's work.

Regardless of the scope and depth of the assessment, the following steps should be considered:

(1) Establish domains. What need areas will be considered?

(a) Communication/information. (Is information available and appropriately communicated among and between administrators, school boards, staff, parents, community, and students?)

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(b) Content/instruction. (What do we teach and how do we teach it?)

(c) Student performance/achievement. (Are all students learning and achieving?)

(d) Resources and utilization. (What quantity and quality of resources are available and how well are they being used?)

(e) Organization. (How well are we using time, personnel, space, etc. in our classrooms, schools, and district?)

(f) Climate. (How do all members of our community feel about their work, roles, and relationships in the district? What level of commitment is evident?)

(2) Determine the population from which to collect data. Who are the people affected by the results of this needs assessment?

(a) Certified staff

(b) Support staff

(c) Parents

(d) Students

(e) Other community members

(3) Determine data collection procedures. How will we collect the needed data?

It should be noted here that the charge for this task is the responsibility of the professional development committee, and as part of that responsibility they should become knowledgeable about the variety of assessment sources and the techniques possible for gathering the data.

It should also be noted here that a frequently forgotten area in the collection design is the lack of any strength assessment data. It is important to provide this kind of data if a district is to know, celebrate, and build on the strengths of its schools, staff, students, and community.

(a) Interviews are key. Individual and interactive groups can be led through this face-to-face question and discussion process.

(b) Questionnaires/surveys can be designed to offer fixed, well framed questions appropriate to specific groups of stakeholders. These questions must also be appropriate to the scope and focus of the assessment.

(c) Observations can be made of staff, student or procedural happenings to gather, specific data in such areas as attitudes, interrelationships, timing, and location.

(d) Archival material can provide already available information on a wide range of targeted areas such as student achievement, discipline and suspension statistics, dropout and transience rates, MSIP data, resource inventories, personnel accreditations, library checkouts, etc. These data can also support and substantiate information obtained through other methods.

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(4) Collect, compile and analyze data. How will we make sense of the data?

(a) By using and connecting a variety of needs assessment instruments, the committee can develop a more accurate and total picture of the district as it is now, including needs and strengths.

(b) Both individual and organizational patterns need to be assessed.

(5) Identify nature and magnitude of needs. What do we know from the data?

(a) The importance of the revealed need should be considered, as well as the discrepancy or "gap" between the existing state and the ideal state. Priority should be given to those needs that most directly effect student learning.

(6) Prioritize needs. Where do we begin?

(a) Criteria for priority ranking should be set in terms that are consistent and relevant to the contextual criteria and goals of the district. Arbitrary criteria that come from political pressures, lobby groups or special interest groups should not rule the process.

(b) While prioritizing needs is a necessary step for program planning and utilization of resources, it does not mean that only those needs "on top" get attention. It is not necessary to completely meet one need before addressing others. Often needs can be addressed without large allocations of time and resources. The committee should seek ways to address as many needs as possible.

(7) Set objectives and desired outcomes. What do we want to see happen?

(a) The improvement outcomes and objectives should be linked directly to the assessment data.

(b) The activities should ultimately impact student learning and achievement.

(8) Design professional development activities/programs to achieve outcomes. How will we accomplish our desired outcomes?

(a) Before designing activities and/or programs, it is critical to consider the question, "Why does this need exist?" Without this inquiry the activities and programs designed may be superficial and ineffective.

(b) As the committee designs activities and programs, it should incorporate on-going methods of evaluation. The results will provide important data for the next assessment.

(c) The committee should consider a variety of professional development options in its design. Not all outcomes can be accomplished with a workshop.

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(9) Communicate to all stakeholders the results of the needs assessment and its link to the recommended professional development program and desired outcomes.

(B) Beginning Teacher Assistance

The Excellence in Education Act specifically requires professional development programs for beginning teachers who have no prior teaching experience. Collegial support and practical assistance is needed to help beginning teachers improve skills, increase student success, and remain in the profession. Legal requirements/provisions for beginning teachers include:

(1) Professional Development Plan

According to the law, school districts must provide a "professional development plan" for each faculty member who has no teaching experience. A district may delegate this responsibility to the professional development committee. This plan should be generic in nature, and used as a guide. The mentor will help the beginning teacher develop a specific professional development plan.

The plan must address the beginning teacher's first two years in the classroom. The goals identified in the plan should relate, in part, to the district's evaluation criteria. The plan also may reflect educational research on effective teaching. However, the purpose of the professional development plan is to assist, not to evaluate, the beginning teacher. The plan must respond to individual needs and take into account the fourth-year college assessment, if provided.

The beginning teacher's mentor should initiate preparation of the professional development plan. This process should begin as soon as the new teacher is hired by the district. Subsequent planning between the mentor and beginning teacher should occur prior to or during the first month of the school year. The plan may include goals in areas such as classroom management, understanding district policies, and use of curriculum guides, equipment, and materials.

When appropriate, usually at the beginning of the second semester, the beginning teacher should revise the original professional development plan, tailoring the new goals to his or her needs. To do this, the mentor will meet with and counsel the beginning teacher as needed. Release time and/or compensation for the mentor is encouraged. The new teacher's mentor, supervisor (typically the building principal), and higher education representative may form a professional development team to help the teacher with this process. The beginning teacher should continue to adjust the plan as he or she

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gains experience during the first two years on the job. **Continuing teacher certification in Missouri requires the plan for 10 years.**

Copies of the initial plan and revisions should be kept on file. The PDC will want to develop a system to monitor the completion of the plan so proper reporting of progress can be established.

Discussions about a professional development plan and a mentoring plan applies to all teachers who have had no teaching experience, including teachers teaching with provisional certification. All PCI requirements apply to teachers with provisional certification except the 30 clock hours of professional growth which cannot begin until the teacher is no longer teaching on a provisional certificate.

A sample individual professional development plan for first and second year teachers can be found in Appendix E.

(2) Mentor Teachers

The Excellence in Education Act suggests and the rule for teacher certification (5 CSR 80-800.010) requires that beginning teacher support systems include an entry year mentor program. A second year mentoring program is recommended.

A mentor teacher has been described as a "coach, trainer, positive role model, developer of talent, [and] opener of doors." The mentor teacher is a "helper," not an "evaluator."

Although the law does not specify eligibility criteria, districts may wish to consider several factors when selecting mentors. Experienced teachers who have demonstrated success in the classroom, are open to continued training, and have a positive attitude toward mentoring should be recruited as mentor teachers. Ideally, a mentor would be a faculty member with certification and experience in the same area as the beginning teacher or one teaching at the same grade level as the beginning teacher. An administrator certificated at the same level as the beginning teacher, could also serve as a mentor. Small neighboring districts may consider cooperating to arrange beneficial mentor relationships.

The principal is responsible for identifying and asking teachers to serve as mentors. Mentor teachers should be identified and mentor relationships should be established so that adequate time is available to help beginning teachers prepare their initial professional development plans.

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Thorough and consistent development of mentor teachers is very important to the success of the program. A district's professional development committee, in cooperation with the district's administration, should design or arrange activities for mentors. The program for mentors should address these topics:

- The role and responsibilities of the new teacher's professional development team: the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative
- Coaching and counseling techniques
- The format and content of the professional development plan
- Teacher evaluations, content, and process
- Problem-solving strategies
- Listening and inquiry skills
- Resources (people and publications) available to beginning teachers at the district, higher education, regional, and state levels
- Peer coaching
- Current theories and models of instruction and classroom management

In certain cases, it may be advisable to reassign mentor teachers. For example, if a new teacher wants to work in a second area of certification, a new mentor in that area could be assigned. More importantly, major personality differences or disagreements between a beginning teacher and mentor warrant assignment of a new mentor. In such cases, the principal and the PDC must work together to protect the dignity of those involved.

Many excellent handbooks have been developed for mentor teachers and the mentoring process. Contact neighboring school districts, professional staff development agencies, professional associations, the nearest university or Regional Professional Development Center (RPDC) for suggestions.

(3) Higher Education Assistance

According to the Excellence in Education Act, beginning teacher assistance programs "**shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university.**"

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The type of assistance and how it is provided should be decided cooperatively by the school district and the higher education institution involved. The district personnel officer may request assistance by notifying the appropriate colleges or universities when graduates of their institutions are hired. Since some graduates will be teaching far from the Missouri institution that prepared them, many higher education institutions have developed reciprocal agreements for follow-up. Missouri colleges and universities and their phone numbers are as follows:

Avila College, (816) 942-8400, Ext. 2207
Central Methodist College, (816) 248-3392
Central Missouri State University, (816) 543-4272
College of the Ozarks, 417) 334-6411, Ext. 4286
Columbia College, (573) 875-7538
Crowder College, (417) 451-3223, Ext. 308
Culver-Stockton College, (217) 231-6433
Drury College, (417) 873-7271
East Central College, (314) 583-5193, Ext. 2444
Evangel College, (417) 865-2815, Ext. 7298
Fontbonne College, (314) 889-4512
Hannibal-LaGrange College, (573) 221-3675, Ext. 296
Harris-Stowe College, (314) 340-3662
Jefferson College, (314) 797-3000
Lincoln University, (573) 681-5250
Lindenwood College, (314) 949-4905
Maryville University, (314) 529-9466
Missouri Baptist College, (314) 434-1115
Missouri Southern State College, (417) 652-9314
Missouri Valley College, (816) 886-6924
Missouri Western State College, (816) 271-4366
Truman State University, (816) 785-4383
Northwest MO State University, (816) 562-1671
Park College, (816) 741-2000, Ext. 6727
S. J., Rockhurst College, (816) 501-4250
St. Louis University, (314) 977-2508
Southeast MO State University, (573) 651-2123
Southwest Baptist College, (417) 326-1715
Southwest MO State University, (417) 836-5254
Stephens College, (573) 876-7261
University of MO-Columbia, (573) 882-8311
University of MO-Kansas City, (816) 235-2236
University of MO-Rolla, (800) 667-0665

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University of MO-St. Louis, (314) 516-5100
Washington University, (314) 935-6730
Webster University, (314) 968-6913
William Jewell College, (816) 781-7700, Ext. 5497
William Woods University, (573) 592-4348

(C) Practicing Teacher Assistance

All staff members need continuous professional growth. Once staff needs have been determined, the district's goals and objectives have been examined, and the district's comprehensive school improvement plan studied, the professional development committee sets priorities and prepares a plan for addressing the identified needs and improving classroom instruction in the district. As the professional development plan is developed, it is important to work collaboratively with the staff development coordinator and/or other district administrator(s).

The National Staff Development Council (NSDC) published Standards for Staff Development in 1995. The standards are organized by context, process, and content at the elementary, middle, and high school levels. These standards provide a foundation upon which professional development committees can assess, plan, design, and evaluate their work. ***An excerpt from the NSDC standards is included in Section V.***

Before finalizing the plan, the professional development committee should ensure that the identified needs of the district's comprehensive school improvement plan are incorporated into the overall professional development plan. The heart of the PDC work must be focused on school improvement as identified by the MSIP standards, the local board of education goals and objectives, and indicators of student achievement and learning. ***For further information pertaining to the specifics of the district professional development plan, refer to Appendix F .***

(D) Communicating the Professional Development Plan to the Faculty

The professional development committee will disseminate the district's professional development plan to all staff. A copy should be available in each building. In addition, an ongoing update outlining goals, strategies, assessments, and budget should be made available to district staff.

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SECTION III

PDC BUDGET

SECTION III

PDC BUDGET

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Notes

III. PDC BUDGET

A. Funding for Professional Development

The Outstanding Schools Act (SB380) indicates that each school district shall allocate one percent of its revenue from the foundation program, exclusive of categorical add-ons, to the professional development committee for professional development. Of the monies allocated to the professional development committee, *seventy-five percent* "shall be spent in the same fiscal year for purposes determined by the Professional Development Committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of the comprehensive school improvement plan of the district that has been developed by the local board." The remaining twenty-five percent must also be spent for professional development, but may be carried forward for use in the succeeding year.

To meet the statutory requirements, one-hundred percent of the professional development funds must be:

1. used for professional development
2. spent on activities consistent with the professional development plan (developed by the district's professional development committee in consultation with administrators and approved by the local board) and approved by the professional development committee
3. clearly related to the objectives of the district comprehensive school improvement plan

B. Allowable Expenditures

The following are examples of allowable expenses; however, professional development committees may make policy decisions not to reimburse for what has been identified as allowable items. For example, under certain conditions, tuition reimbursement is allowable; however, the local professional development committee may feel that too much of their professional development monies could be spent on the "allowable" tuition reimbursement. As a result, local PDC guidelines may state that there will be no tuition reimbursement for any courses taken.

1. <u>Activities for staff with teaching certificates:</u> Professional development activities can be provided for all staff with teaching certificates. Staff includes teachers, guidance counselors, librarians, administrators, and special teachers such as vocational teachers and special education teachers. Paraprofessionals, cafeteria and maintenance workers, custodians, bus drivers, secretaries, and classroom assistants, for example, do not qualify for professional development funds. However, districts should make provision for professional development activities for these groups out of the "regular" budget monies.

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2. **Consultant/presenter fees and expenses:** Consultants/presenters may be paid fees and reimbursed for expenses. A local staff presenter can be paid a fee or stipend for the professional development presentation if planning and presentation is done on his/her own time.

3. **Stipends for:**
   - ❒ Teachers' participation in curriculum development and related work if the work is done after contracted school time such as evenings, weekends or during the summer apart from district summer school commitments.
   - ❒ Teachers' participation as a member of the professional development committee including any training received for being a PDC member if the work is done after contracted school time such as evenings, weekends or during the summer apart from district summer school commitments.
   - ❒ Mentor teachers for time spent working with first and second year teachers outside regular contracted school hours.
   - ❒ Teachers' participation in inservice and professional development events scheduled and held by the district during the evenings, weekends or summer.

4. **Reimbursement for:** Travel, food, and registration fees to inservice training and professional development events.

5. **Pay for substitute teachers:** Pay for substitute teachers when professional development activities are held during the regular school day.

6. **Tuition and fees for selected colleges or university courses to:**
   - ❒ Eliminate temporary certificates when requested by the district to teach in the area of shortage.
   - ❒ Keep teaching certificates current if identified in the district professional development plan.
   - ❒ Help progress toward a master's degree or above if identified in the district professional development plan and the degree is in the teacher's subject area.
   - ❒ Help enrich subject/grade level teaching.
   - ❒ Assist a staff member to become certified in another area where teaching help is deemed necessary by the district. For example, consider a teacher one course short of being qualified as a counselor. The district needs another counselor and would like to hire this teacher as a counselor. If approved by PDC regulations, professional development money could be used to pay for the tuition for this course.

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7. **Library Resources:** Only those items used to support professional development goals as specifically identified in the professional development plan may be purchased for professional libraries.

8. **District Fee to belong to a professional development co-op and professional organizations**: This fee is allowable if the professional development activities are consistent with the goals and activities of the PDC-developed and board-adopted professional development plan of the district.

C. Expenditures Which Are Not Allowable

1. Individual membership dues to associations or organizations
2. Travel, food, and registration fees to conferences and workshops of general interest which do not support the professional development plan and comprehensive school improvement plan
3. Travel, food, and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships
4. Equipment and materials for administrative or instructional use
5. Salaries (professional development funds may not be used to pay for extra-duty activities, sponsorships, summer school or evening school activities)
6. Travel as a form of professional development
7. Any expenditure of funds for Title 1, Title 2, Incentives for School Excellence, or any other program presently funded with state or federal funds
8. Training of school board members—the Department of Elementary and Secondary Education subsidizes the cost of training new school board members by using state-level professional development funds
9. Training of Parents as First Teachers
10. Stipends for teachers to work on MSIP preparation

If there are questions about what is an allowable expenditure and what is not, clarification can be obtained by calling (573) 526-6650, Director of Professional Development, DESE.

D. Budgeting

Once the professional development plan is complete, allocation of funds to accomplish the goals must be determined. The following procedures may prove helpful:

- List and then prioritize the goals to be addressed for the PD fiscal year .
- Estimate what percent of the staff would need professional development and how expensive the professional development activities and/or resources would be to accomplish each of the goals.
- Identify a specific amount to be allocated for each of the goals.
- Create a yearly itemized budget to reflect professional development expenditures.

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If, after the year progresses, a need occurs to adjust the amount allocated for the accomplishment of the prioritized goals, then such changes can and should be made as agreed upon by the professional development committee.

E. Accounting for Expenditures

The Outstanding Schools Act (SB380) requires that seventy-five percent of professional development funds be spent in the year received. The penalty for non-compliance is loss of all state aid. Therefore, a cooperative relationship must exist between the PDC and school administrators regarding accounting of expenditures. Each district is encouraged to develop a collaborative system to approve expenditures and maintain an accurate accounting of all expenditures.

Questions and Answers:

Can PDC money be used to reimburse costs for graduate classes? *(Refer to Section III, B. 6)*

Are workshops for administrators and their travel included in PDC funds? Yes, if consistent with the objectives of the comprehensive school improvement plan and approved by the PDC.

When the professional development plan is presented to the school board, does a budget need to be presented and approved at the same time, or is the budget developed by the committee later? A budget should be presented as part of the professional development plan.

Can PDC funds be spent on necessary expenses training teachers to serve on MSIP teams including the on-site visit? No

Who has the authority to move PDC funds from one school plan objective to another? The PDC has the responsibility to move funds where they are most needed to accomplish the objectives of the comprehensive school improvement plan.

Can PDC funds be used to pay for classes that ultimately lead to certification in other areas? Science teacher to principal? English teacher to counselor? English teacher to math teacher? If written in the PDC guidelines, the PDC may provide for reimbursement for course work in the teacher's field of teaching; however, reimbursement should not otherwise be allowed unless there is a critical need. *(Refer to Section III, B. 6)*

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Must administrator travel be presented to the PDC for approval? All expenditures of the one percent professional development monies must be approved by the PDC.

Can PDC money pay for a coaching clinic if an objective is written toward it? No. Coaching clinics are intended to help people become better coaches. Professional development monies are to be used for the improvement of classroom instruction. Although there are topics in coaching, cheerleading, and business clinics, for example, which could be used in the classroom, classroom instruction is not the focus of the clinic.

Can the superintendent override the PDC discussion regarding expenditures that the PDC determines have no relevance to the professional development goals? No. The law makes it clear that the PDC is to consult with the administration, but the PDC is responsible for final approval of fund expenditures.

Can PD monies be used to pay a stipend to a teacher for being a mentor? A stipend can be paid to a mentor for time spent working with a mentee outside regular school hours or if the mentor is giving up planning time to work with a mentee. A teacher cannot receive a stipend if he/she is fulfilling career ladder obligations by serving as a mentor.

Can PD monies be used to pay a stipend for curriculum development? Yes. If teachers are working on curriculum outside the regular school hours and are not receiving career ladder credit for their work, they may receive a stipend.

Can PD monies be used to send Title 1 or Title 2 teachers to conferences if there is no money left in their account? No

Should there be written documentation of requests which were approved and denied? Yes. A form should be developed for applicants to complete. If the request is denied, there should be a space where the reason for denial is stated with documentation that the request was reviewed by committee. The form should be signed by the chairperson or other appropriate person. Copies of all requests should be kept on file.

SECTION IV

PLANNING, IMPLEMENTATION, AND EVALUATION OF PROFESSIONAL DEVELOPMENT

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SECTION IV

PLANNING, IMPLEMENTATION, AND EVALUATION OF PROFESSIONAL DEVELOPMENT

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IV. PLANNING, IMPLEMENTATION, AND EVALUATION OF PROFESSIONAL DEVELOPMENT

A. Defining and Designing Professional Development

Educators and researchers have compiled numerous lists describing the essential principles for defining/designing effective policies and quality professional development. Each list that follows emphasizes improved teaching for student success and positive changes in teaching practice. The first list is perhaps more inclusive and approaches the topic from a theoretical base; whereas, the second list approaches professional development more as a practitioner might. Each prioritizes teaching and learning and is worthy of consideration.

Effective professional development policies and programs:

- stimulate and support site-based initiatives.
- support teacher initiatives as well as school and district initiatives.
- reflect the knowledge base on teaching.
- offer opportunities for teachers to broaden their subject matter knowledge.
- offer teachers opportunities to be active learners.
- demonstrate respect for teachers and administrators as professionals and adult learners.
- provide sufficient time and follow-up support for teachers to master content and new strategies and to integrate them into their practice.
- provide accessibility and are inclusive.

Effective professional development policies and programs:*

- focus on teachers as central to student learning, yet include all other members of the school community;
- focus on individual, collegial, and organizational improvement;
- respect and nurture the intellectual and leadership capacity of teachers, principals, and others in the school community;
- reflect best available research and practice in teaching, learning, and leadership;
- enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- promote continuous inquiry for improvement;
- are planned collaboratively by those who will participate in and facilitate those development activities;
- require substantial time and other resources;

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- are driven by a coherent long-term plan;
- are evaluated ultimately on the basis of the impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

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B. Planning for Professional Development

1. Challenges to Overall Planning

Planning for professional development is a challenge. To plan properly, there are at least five challenges to consider:

Time—Teachers must have time on their jobs to learn and practice new skills. The normal time planned for professional development is usually during designated professional development day, after school, on Saturdays, and during the summer. Research shows that teachers' summer workshops are the most popular, but where it is important for practice to follow instruction, after school workshops are often necessary and convenient. Administrators should consider new ways to support teachers with time for learning during the school day or worktime.

Funding—The Outstanding Schools Act (SB380) states that one percent of the foundation money received by each school district must be used for professional development. Professional development committees must use this money in such a way to insure that all teachers have the opportunity to grow professionally, and that the allocation of funds is based on the fulfillment of goals and objectives established by the district and addressed by the committee. A guiding principle should always be to plan those activities which will contribute most to the improvement of teaching, student learning, and student achievement.

Priorities—Keeping the new state initiatives and state reforms pertaining to standards, curriculum, and assessments in mind, priorities must be established for student learning. The professional development committee must further develop the teaching skills of both new teachers and experienced teachers. In doing so, activities must be correlated with the overall objectives of the school system, state mandates, and MSIP requirements. Emphasis must be placed on activities which treat learning as an active process of thinking and constructing ideas; on enforcing the idea that in many instances learning flourishes better in groups; and on the fact that students learn from interaction. Teachers must assume a new role of facilitating student learning which includes, but is not limited to lecturing. Professional development committees must allocate funds based on significant, well thought-out, research-based priorities.

Teacher Attitudes—Most public school teachers in the United States are subjected to countless in-service programs, often reflecting the latest fads in education. Many teachers believe that professional development experienced to-date has been impractical. Where professional development has consistently

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met high standards, teachers are usually enthusiastic and engaged in improving their practice; where professional development has failed to meet these standards, many teachers are likely to regard it as a waste of time. Consequently, when expectations are low, teachers will settle for being entertained or for socializing with their peers. Too often the norms appear to be "entertain me;" "don't ask me to do anything;" and "give me something I can use tomorrow." Many teachers must be persuaded that professional development can help them improve their practice in order to impact student learning and achievement. The professional development committee can make this happen.

Public Support—When professional development committees design professional development plans that promote higher teaching standards for higher student achievement, public support will follow. If professional development does not improve classroom practice and student performance, the public will rightfully question the investment. Even those who believe that more investment is needed may express frustration with the way resources are currently used. The professional development committee must change taxpayers' attitudes by building support for high-quality professional development at the local level. The first step toward building that support is to assess the current use of funds and the effectiveness of existing policies and practices. If expenditures are not getting the results, revise the plan, and adjust the budget.

2. **Implications for Planning**

- ❒ All professional development activities should be linked to and supportive of the district's comprehensive school improvement plan.
- ❒ If professional development is to be effective, it must focus on school-based improvement, skill development, attitude change, and knowledge acquisition.
- ❒ Every process involving change must support individuals who integrate new ideas and skills with current skills, knowledge, and past experiences.
- ❒ Good professional and curriculum development allows individuals to adapt innovations in ways that best fit their teaching styles.

3. **Compliance with State Law**

Perhaps the best way for the PDC to comply with state law is to:

- ❒ Determine the role of the PDC and develop a mission statement.
- ❒ Review the district comprehensive school improvement plan and/or strategic plan.
- ❒ Review other needs assessment data—staff surveys, student achievement reports, MSIP data, absentee rates, socio-economic data, etc.
- ❒ Consult with administrators regarding professional development goals, needs, and objectives.
- ❒ Determine allocation to the professional development committee per The Outstanding Schools Act (SB380).

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- ❒ Develop the professional development plan.
- ❒ Obtain board approval of the professional development plan.
- ❒ Read, study, and discuss research on instructional practices and quality professional development.
- ❒ Schedule and/or identify staff activities that are consistent with the professional development plan.
- ❒ Communicate the professional development plan and opportunities with staff.
- ❒ Evaluate effectiveness of the professional development plan, processes, and opportunities.
- ❒ Assist the district in developing or modifying the comprehensive school improvement plan to provide direction for the professional development plan in future years.
- ❒ Develop the professional development end-of-year report for the board, administration, and staff.

4. **Construction of the District Professional Development Plan**

- ❒ Set policies and procedures so the professional development committee can function efficiently.
- ❒ Determine any process and paperwork required for approval of professional development expenditures consistent with the professional development plan and district policies.
- ❒ Develop appropriate forms to correspond with PDC procedures.
- ❒ Plan inservice for support staff (PD monies cannot be used.)
- ❒ Prepare plans to assist teachers with certification.
- ❒ Assist beginning teachers in determining goals and developing plans. **See Appendix E.**
- ❒ Develop a mentoring program for beginning teachers, train mentors, assist mentors in providing a two-year plan for beginning teachers, assign mentors to serve as confidential consultants through the PDC committee.
- ❒ Support practicing teachers as they determine goals and develop plans keeping both the district comprehensive school improvement plan and results of the needs assessment in mind. **See Appendix E.**
- ❒ Identify specific professional development activities for each goal and/or objective to accomplish that goal and/or objective.
- ❒ Determine estimated allocation of funds for the accomplishment of each goal and/or objective.
- ❒ Establish evaluation process to measure each planned activity in terms of accomplishing the goal and/or objective.

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- ❒ Establish evaluation process to determine how successful the entire professional development process has accomplished the set goals and/or objectives.
- ❒ Analyze evaluation data.
- ❒ Improve the program accordingly.
- ❒ Incorporate ideas for improvement into next year's plan.

A sample district comprehensive professional development plan can be found in Appendix F.

5. **Checklist for District Professional Growth Opportunities**

- ❒ Prior to professional growth program planning did you:
  - ◠ Identify appropriate outcomes or objectives for all potential participants?
  - ◠ Consider various delivery systems for professional growth? For example: workshops, independent study, college courses and case studies?
  - ◠ Collect data from potential participants to be used in program planning. For example: what you think they need to know; what they think they need to know; and what they already know?

- ❒ In planning the professional growth program, did you:
  - ◠ Identify a planning team including consultant and representative teachers?
  - ◠ Identify a credible person to lead the professional growth program?
  - ◠ Summarize data collected from teachers and submit to planning team?
  - ◠ Consult research and validate programs as meeting specific goals before scheduling them?
  - ◠ Consider providing a variety of activities such as: short lecture, group work, role-play, demonstration, simulation, etc.?
  - ◠ Plan for individual differences?
  - ◠ Plan for teachers to have choices?
  - ◠ Build in time for group interaction?
  - ◠ Identify ways to communicate workshop objectives and expectations to potential participants prior to inservice program?
  - ◠ Select a location that would be conducive to workshop and convenient to participants?
  - ◠ Arrange for appropriate equipment, supplies, and refreshments?

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- In implementing the professional growth program, did you allow for:
  - Participants to make the role change from teacher to learner?
  - Participants to know "Who is here?", "Why are we here?", and "What are our resources?"
  - Feedback from participants concerning their attitudes, feelings, and knowledge during the program?
  - Deviation from the plan to allow for meeting emerging needs of participants?
  - Participants to work with a variety of people and other resources?
  - Participants to process learning and discuss application to their own classroom settings individually and in groups?

- When planning for the completion of the professional growth program, did you provide:
  - An opportunity for participants to evaluate the program?
  - A method for determining which expected outcomes were achieved?
  - A data collection summary on the effects of the program after participants returned to their classrooms/schools?
  - Follow-up activities with teachers through newsletters, visitations, and report of evaluations?
  - Information about the activities to school leaders with suggestions on how administrators might provide support for teachers?

C. Implementation

A good plan is the key to successful implementation. Understanding how adults learn is also very important to successful implementation. Information on teaming and adult learning follows:

1. Teaming

Team building activities can assist PDC members to work collaboratively as a team. **Samples of teaming activities and other teaming information is located in Appendix G.** They include:

- Anticipating Stages of Team Development (This is an activity to identify the different stages of team development)
- Team Development Wheel
- Stages of Team Development
- Eleven Commandments for an Enthusiastic Team

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2. Adult Learning

The following information on adult learning is based on the work of John Goodlad. This information should be kept in mind as the professional development committee plans and provides effective professional development for staff.

(A) Adult Learning Preferences

- Most Adults Learn Best by Doing - Get Them Involved!
  - Adults can learn from the experiences of peers as well as from their own experiences.
  - Adults like small-group interaction to network formally and informally.
- Adults Hate to Have Their Time Wasted
  - Post clear goals, agenda, and benefits.
  - Find a need and fix it with practical concrete examples.
- Adults Need to Succeed
  - Provide a "map of the territory" and refer to it frequently.
  - Protect adults' self-esteem.
    - Use clear written directions for activities.
    - Check for understanding frequently—"turn to your neighbor and. . . ."
    - Call on volunteers; never use sarcasm.
  - Establish procedures for returning from breaks or lunch and a zero noise signal ahead of time.
- Adult Comfort
  - Establish breaks approximately every 75 minutes.
  - Provide a variety of refreshments, especially if in-service workshop is after a full day of teaching (de-caf and regular coffee, teas, juices, and healthy snacks are preferable choices.)
  - Graciously accommodate late-comers and those who need to leave early.

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(B) Adults Prefer Learning Situations Which:

- ❒ Are practical and problem-centered, so. . .
  - Give overviews, summaries, examples, and use stories.
  - Plan for direct application of the new information.
  - Design collaborative, problem-solving activities.
  - Anticipate questions as new learning occurs.
  - **CAUTION**—Guard against becoming too theoretical.

- ❒ Promote their positive self esteem, so. . .
  - Provide low-risk activities in small group settings.
  - Plan for building success incrementally.
  - Help them become more effective and competent.
  - **CAUTION**—Readiness to learn depends on self-esteem.

- ❒ Integrate new ideas with existing knowledge, so. . .
  - Help them recall what they already know that relates to the new ideas.
  - Help them see how the new information is relevant to them.
  - Plan ways they can share their experience with each other.
  - **CAUTION**— find ways to assess participant knowledge before an event.

- ❒ Show respect for the individual learner, so. . .
  - Provide for their needs through breaks, snacks, coffee, comfort.
  - Provide a quality, well-organized experience that uses time effectively.
  - Avoid jargon and don't "talk down" to participants.
  - Validate and affirm their knowledge, contributions, and successes.
  - Ask for feedback on your work or ideas.
  - **CAUTION**—Watch your choice of words to avoid negative perceptions.

- ❒ Capitalize on their experience, so. . .
  - Don't ignore what they know; it's a resource for you.
  - Plan alternate activities so you can adjust to fit their experience level.
  - Create activities that use their experience and knowledge.

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- Listen before, during, and after the event.
- **CAUTION** — Provide for the possibility of a need to unlearn old habits.

- Allow choice and self-direction, so. . .
  - Build your plans around their needs; compare goals and actions.
  - Share your agenda, assumptions, and ask for input on them.
  - Ask what they know about the topic.
  - Ask what they would like to know about the topic.
  - Build in options within your plan so you can easily shift if needed.
  - Suggest follow-up ideas and next steps for after the session.
  - **CAUTION** — Match the degree of choice to their level of development.

(C) How Adults Learn ("Assumptions About Staff Development Based on Research and Best Practice" by Fred H. Wood and Steven R. Thompson (Fall 1993). *Journal of Staff Development 14 (4):52-57.)*

Just as it is important for teachers to plan instruction based upon what they know about how their students learn, staff developers need to be much more aware of how adults learn and the implications of this for designing and implementing inservice programs. For example:

- Adults will commit to learning when the goals and objectives are considered realistic and important to them. Therefore, staff development should address areas that educators believe are important and have immediate application in the "real world."

- Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs. Therefore, staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.

- Adult learning is ego-involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self. Therefore, staff development should be structured to provide support from peers and reduce the fear of judgment during learning.

- Adults need to see the results of their efforts and have feedback on how well they are doing. Therefore, inservice should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

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- ❒ Adults are much more concrete in the way they operate than formerly thought. Therefore, educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.

Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation. Therefore, staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.

Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. Therefore, staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.

Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence. Therefore, staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.

Because the transfer of learning is not automatic for adults, it must be planned for and facilitated. Therefore, coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

(D) What We Know About How Adults Learn And Effective Staff Development:

- ❒ We learn and retain:
  - Ten percent of what we hear.
  - Fifteen percent of what we see.
  - Twenty percent of what we both see and hear.
  - Forty percent of what we discuss with others.
  - Eighty percent of what we experience directly or practice.
  - Ninety percent of what we attempt to teach others.

- ❒ Effective staff development should build in purposeful redundancy particularly repeating the same ideas in differing forms of presentation.

- ❒ Effective training is ninety percent effective when opportunity to practice with feedback or coaching is provided with a real situation

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(clinical experience). Concrete experiences and coaching are available during and after the professional development offering.

- ❒ Effective training is experiential using both simulated practice with group critique or video tape review and opportunity to test to one's own environment.

- ❒ Effective training involves a challenging activity which provides opportunity for:
  - a first-time experience
  - demanding or extending performance
  - a reasonable risk of failure in an accepting environment

- ❒ Effective training provides models of excellence. Leaders teach by modeling.

- ❒ Effective training is rewarding to participants, and they believe that the learning will help them become more effective.

- ❒ Effective training includes human development activities to set a climate of warmth, trust, and enhanced self-esteem.

- ❒ Effective training is personalized and accommodates individual participant needs and learning styles.

- ❒ Effective training is partially self-directed so that adults have at least some control over their own learning.

- ❒ Effective training integrates new information and knowledge with applied practice and performance.

- ❒ Effective training is results- or goal-focused. All activities are strategically selected to attain predetermined intentional outcomes.

- ❒ Effective training attempts to change perceptions where destructive beliefs and attitudes exist.

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D. Assessment/Evaluation

Professional development committees should begin planning staff development programs with potential outcomes clearly defined. It is helpful to constantly ask, *What will be different as a result of this program?* Outcomes should be defined and evaluated for three groups: participants, students, and the organization.

The following concepts are taken from the work of Tom Guskey and Pat Roy, national experts in staff development evaluation. Consideration of these concepts will assist professional development committees as they plan, implement, and evaluate professional development programs.

At the design stage, several factors should be considered to ensure effective staff development. The PDC should carefully consider:

- the topic
- how to best plan the program
- who and how many will participate in the program
- who will lead the program
- appropriate timing for the program
- the length and type of activities included
- the extent and complexity of the changes (outcomes) which are anticipated as a result of the staff development program
- what follow-up activities will be planned
- what improvements are anticipated

The informal surveys found in Appendix H may be helpful.

Guskey and Roy describe nine steps toward planning effective staff development which the professional development committee will want to review on a regular basis:

1. Recognize change as both an individual and an organizational process. Good staff development requires change.
2. Think big, but start small.
3. Work in teams to maintain support.
4. Involve administrators in a collaborative way.
5. Use available resources.
6. Work to maintain credibility.
7. Include procedures for feedback on results.
8. Provide continued follow-up and support.
9. Integrate programs.

Notes

We rarely evaluate staff development activities beyond a cursory level (i.e., how participants liked the program). It is more difficult, yet absolutely necessary, to connect staff development programs to changes in teachers' and students' behavior. Dr. Guskey's four levels of staff development evaluation follow. At each level, examples of data to be collected and how these data are used are provided.

Level 1: Participants' Reactions to the Program

At this level questionnaires are usually administered at the end of the session(s) which attempt to measure the participants' initial satisfaction with the experience. Examples of typical questions addressed follow:

- Was your time well spent?
- Did you like the experience?
- Did the material make sense to you?
- Will this activity or experience be useful?
- Was the presenter/leader knowledgeable and helpful?
- Were the donuts fresh and tasty?
- Was the room comfortable?

Although this information may be used to improve the design and delivery of future programs, it does not measure the effectiveness of staff development in terms of results.

Level 2: Participant Learning from the Program

Paper-and-pencil instruments, simulations, and demonstrations may be used at level two to attempt to measure any new knowledge or skill level of the participants. The major question asked or assessed here is, did participants acquire the knowledge and skills intended? Results may be used to improve the format, content, and organization of the program.

Level 3: Participant Use of New Knowledge and Skills

To determine to what extent participants incorporated the new knowledge and skills into their practice, observations, participant interviews, participant questionnaires, and supervisor interviews are used at level three. The degree and quality of implementation can be assessed in order to document and improve the implementation of the program content in the future.

Level 4: Results: Student Learning Outcomes

To focus and improve all aspects of program design, implementation, and follow-up evaluation at this level is critical. Student learning outcomes (cognitive, affective, and behavioral) must be measured. Measurement tools include student records and questionnaires, teacher interviews and questionnaires, administrator interviews and questionnaires, and school records. Indicators of student success should be collected for each of the following questions:

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- How did the program affect students, if at all?
- Did it impact student performance? What is the evidence?
- Is student achievement improving? List indicators.
- Did it influence students' physical or emotional well-being?
- Are students more confident as learners?
- Is student attendance improving?
- Are dropouts decreasing?

Participant outcomes should be measured at three levels.

First, did participants increase their knowledge? Pre-and post assessments, exit interviews or surveys, and self-report questionnaires may be used to determine participants' knowledge base as a result of the program. Second, through the use of observations, interviews, surveys, and self-assessment checklists, did the behaviors and practices of the participants change? Finally, how did the attitudes, beliefs, and perceptions of the participants change as a result of this experience? Interviews, self-report questionnaires, testimonials, and/or analyses of records might be used to document change at this level.

Organization outcomes should be assessed in two broad areas.

First, did the level of shared decision making and collaboration increase as a result of the program? This may be assessed through direct observations or interviews, records of personnel involvement, and evidence of impact on decision making. Second, were roles for participants expanded within the organization? Similarly, direct observations or interviews, analyses of records and job descriptions, and surveys or questionnaires might be used to assess this area.

Most importantly, **student outcomes** from the staff development program must be considered and measured. Student performance and learning may be documented using teacher-developed assessments, standardized assessments, portfolios of students' work, performance records or progress reports, grades or grade distributions, and other achievement tests. Student behavioral or affective changes resulting from the professional development program may be assessed using direct observations or interviews, district, school, or classroom records, self-report questionnaires or surveys, self-assessment checklists and testimonials.

In summary, professional development committees should develop an evaluation plan in conjunction with every professional development activity. The plan should address potential outcomes developed by the committee and an evaluation plan **which evaluates the program at level four—impact on student learning and behavior.** Otherwise, the work of the PDC and program participants and the financial investment of the district may have no lasting impact.

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The following criteria may be used as a checklist during the development of the plan:

- ✔ Evaluation is ongoing.
- ✔ Evaluation expectations and procedures are explicit and public.
- ✔ Evaluation is based on multiple sources of data.
- ✔ Evaluation uses both quantitative and qualitative data.
- ✔ Evaluation focuses on all levels of the organization.
- ✔ Evaluation considers participants' time and energy.
- ✔ Evaluation results are presented in forms that can be understood by all program participants and patrons.

Planning for professional growth is essential. Clearly defined goals with outcomes for every teacher contribute to a culture of continuous improvement. The use of a professional growth plan and log **(Appendix E)** facilitates both planning and reflection.

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SECTION V

RESOURCES

SECTION V

RESOURCES

Notes

V. RESOURCES FOR PROFESSIONAL DEVELOPMENT COMMITTEES

A. STATE PROFESSIONAL DEVELOPMENT INITIATIVES

Systemic educational reform must continue. For meaningful school reform to occur, the entire system must be reviewed and changed accordingly. The generally agreed upon core elements of systemic reform include:

- ambitious goals for student learning
- challenging academic standards
- improved state/local policy regarding finance, curriculum assessment, teacher preparation, and professional development
- a shift to student-centered teaching
- the development of performance measures which measure content knowledge, ability to apply what is known, and integration of knowledge and skills
- incentives to improve performance
- decentralized decision-making allowing those who are affected by the decision to be involved in the process
- increased collaboration

Missouri has made the decision to conscientiously examine its education system and make improvements. Major change will directly result from the standards, frameworks, and new assessment system in Missouri. In conjunction with these, the state has provided several initiatives to support educational improvement. Several of these state initiatives established as resources to teachers, schools, and school districts are described in the following paragraphs. (In many cases, the description is written in the original proposal form followed by the name of the contact.) The following list is a 1996-97 partial directory of projects and resources that are available. For further information, contact (573) 751-4212, Department of Elementary and Secondary Education.

1. **Missouri Regional Professional Development Centers - RPDCs (Doug Miller)**

   Ten Regional Professional Development Centers have been established across Missouri. The Regional Centers for Professional Development support excellence and equity in education through the continual upgrading of the professional competencies of Missouri educators. The centers help public school educators, and on occasion, parents and human service providers, access information and resources which promote quality instruction in the classroom, overall school improvement, and school-linked services for children, youth, and their families. Each center promotes the priorities of the State Board of Education and the Legislature, and develops its own specialty areas to meet the educators' needs regionally.

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The Regional Professional Development Centers serve as a hub for connecting the region's learning community. The center directors serve as brokers, conveyers, communicators, and facilitative leaders for the customer clients of the region. They provide a bridge among DESE, higher education, and practitioners. The Centers promote collaboration among the stakeholders to insure the continuous and sustained improvement of the profession.

The RPDCs are available to support and assist professional development committees throughout their regions. Each center director will attend PDC meetings, answer questions, and help design training when requested. PDCs are encouraged to call on their RPDC director as needed.

A directory of resources for the centers, organized by region, follows this section. Addresses and telephone numbers are included. **Also see RPDC home page for current information, http://www.OSEDA.missouri.edu/RPDC/**

2. **Accelerated Schools Project (Joan Solomon)**

   The Missouri Accelerated Schools Project is a major school improvement effort based on the work of Henry Levin, Stanford University. The purpose of the project is to transform schools into accelerated ones where all children achieve at high levels regardless of their background. Accelerated Schools commit themselves to a philosophy and a process for change. In carrying out the philosophy and five-step process, members of the Accelerated Schools community—the principal, teachers, other staff, parents, students, district office personnel, and local community members—work together and make changes in curriculum, instruction, and school organization to ensure that every child is successful and has the opportunity to become a productive, creative member of society.

3. **MAP 2000 (Jim Friedebach)**

   The Missouri Assessment Project (MAP 2000) is a professional development program started in the fall of 1993. MAP 2000 provides ongoing, voluntary training to teams of teachers in nearly 200 Missouri school districts. Teachers learn to use, score, and develop components of Missouri's revised assessment system being developed through the Outstanding Schools Act of 1993. Afterwards, teachers lead and instruct a team of teachers within their districts.

4. **Re:Learning Project (Joan Solomon)**

   Re:Learning is a national joint initiative of the Coalition of Essential Schools and the Education Commission of the States. The major goal of Re:Learning is to answer the call for redesigning the total educational system from schoolhouse to statehouse. The mission in the State of Missouri is to significantly improve the educational experience for students helping them learn to use their minds well.

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5. **STARR Project (Bob Bell)**

STARR (Select Teachers as Regional Resources) is a state-level professional development program which started in 1994. STARR teachers provide training to help teachers use authentic instruction, performance-based assessment and Missouri's new academic performance standards.

Each year a new group of STARR teachers is selected from applicants from school districts throughout the state. After selection, they are provided inservice workshops, emphasizing authentic instructional techniques, throughout the year. After each workshop, teachers return to their classrooms to practice the skills and techniques learned. They meet in statewide or regional groups for feedback, further development of skills, and other follow-up activities at least ten days during their first year.

After a year of training and practice, each new group of STARR teachers goes on leave, made possible by funding from the Department of Elementary and Secondary Education, and report to one of nine RPDCs located at university sites. From these sites STARR teachers are available to conduct seminars in authentic instruction for schools and school districts in the surrounding region.

6. **Dissemination of Information (Marilou Joyner)**

Funds will be provided for contracted services, printing and postage necessary to distribute information about the Outstanding Schools Act (SB380). This includes expenses for materials for the August Administrators Conference and Regional Education Conferences.

7. **Partnership (Mike Fulton)**

Funds will be used in a collaborative effort between the Pattonville School District, The Department of Elementary and Secondary Education (DESE), the St. Louis Regional Professional Development Center (RPDC), cooperating universities, and other school districts. The primary goal is to develop performance-based assessments for use in Missouri's schools. The proposal builds on and connects with work in progress in Missouri including Pattonville's partnership with Webster University.

8. **Project Construct (Stephen Barr)**

Funds will be used to support training opportunities for pre-K through grade 2 teachers who are participating in the Project Construct curriculum, instruction and assessment procedures. This will allow for the expansion of in-service training in Project Construct.

9. **Practical Parenting Partnerships (Stephen Barr)**

Funds will be used to train local school district coordinators of the Practical Parenting Partnership Program. This will then allow these coordinators to provide professional development opportunities in the local districts as well as expand the number of districts making the program available to parents.

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10. **Missouri National Education Association (Cindy Heider - MNEA)**

Funds will be used for training to show what teachers today need to know to deal with the "Show Me" standards in an activity-based, instructional and assessment environment. This will serve as an awareness training for pre-service educators.

11. **Professional Development Project (NEA/AFT/MCSA-Success Link/ MSTA/DESE-Maryville)**

Funds will be used to effectively and systematically prepare educators to lead the professional development committees in their districts. This proposal suggests a sustained and coherent training model to be used in professional development committee training throughout the state of Missouri. The training model will not only meet the immediate need of updating and training development committees, but it will create a cadre of well-trained resource people who could replicate needed training within the Regional Professional Development Center areas. The Show-Me professional development conference is also another subproject within this initiative.

12. **Leadership Academy Assessment (Larry Wheeles)**

Funds will be used to train additional assessors and decentralize the assessment process in a continuing effort to decrease the back log of prospective administrators waiting to be assessed.

13. **Success Leads to Success (Doug Miller)**

Funds will be used to support dissemination and replication of programs which are identified as having been successful. Travel for staff of interested school districts to view successful programs as well as publication of materials and conferences regarding successful programs will be provided.

14. **LEA Intervention (Marilou Rogers)**

Funds will be made available for specialized professional staff development in unclassified/unaccredited school districts to the extent that professional development is an essential element in the districts becoming classified/ accredited and existing local resources are inadequate. Funds will be used for the operation of management teams in districts with academically efficient schools and for resources specified by management teams as needed in such districts.

15. **Professional Development (Celeste Ferguson)**

Funds will be used for grants to support projects which implement the goals of The Oustanding Schools Act (SB380), such as drug and alcohol abuse programs, programs for children with special needs, special programs to combat gang activity, establishing proven models of one-stop state service centers for children and families, programs for adult literacy as well as other programs which fulfill the mandates of The Outstanding Schools Act (SB380).

Notes

16. **Gateway Writing (Nancy Cason/Jane Zeni)**

Funds will be used to build a capacity to facilitate action research in all the sites of the Missouri Writing Projects Network and to expand sites now forming the network to nine, linking each to a Regional Professional Development Center.

17. **Technology Training Teachers & Administrators (Network Project - Sue Cole)**

Funds will be used to provide in-service training for teachers and administrators to access telecommunication and computer networks such as INTERNET and MORENET. They in turn will be able to provide professional development training in the local districts and regions of the State.

18. **Certification Program (Janet Goeller)**

Funds will be used to reimburse teachers and administrators in grades 5-9 for satisfactory completion of coursework necessary for transition to middle school certification from elementary or secondary certification. Research has shown that it is at the 5-9 grade level when student attitudes toward graduation is formed. Better prepared teachers at this level should positively influence at-risk students toward staying in school.

19. **Parents as Teachers 0-3/Parents as Teachers 3-4 Training (Stephen Barr)**

Funds will be used to provide curriculum and program development, staff training, technical assistance, and consultation services in Parents as Teachers model (birth to age five.)

20. **MO Association of Secondary School Principals (Ken Clark)**

Funds will be used to assist school districts in the area of staff development and the implementation of performance education; and to serve as a clearing house of information and resources relative to staff development and performance education practices in the state.

21. **School Board Member Training (Doug Miller/Chris Hausman-MSBA)**

Funds will be used to provide school board member training as mandated by the The Outstanding Schools Act (SB380).

22. **MO Alliance for Arts Education (Ann Rothery)**

Funds will be used to provide exposure to the arts as part of the curriculum for at-risk students as a means for improving instruction school attendance.

23. **The Leadership Network (Lavern Scott)**

Funds will be used to create a network of principals of schools engaged in or committed to whole-school reform. Reform-minded school leaders will be invited to join with colleagues from a variety of school settings to investigate new directions in leadership, governance, support of classroom instruction, and the evolving structure of schools. A central focus will be to further define the principal's role in fostering schools of inquiry.

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24. **Missouri Humanities (Dennis Lubeck)**

Funds will be used to develop and test models of best practices which can then be disseminated and shared with teachers throughout Missouri. This proposal would allow integration of individual projects at all levels-conceptual, administrative, management and evaluative-so that the insights gained in one will support the work of the others.

25. **MO Council on School Administrators-Outreach (Larche Farrill)**

Funds will be used to assist school districts outside of the metropolitan St. Louis and Kansas City areas in the implementation of the Outstanding Schools Act (SB380).

26. **MO Council on Economic Ed (Stan Mengel)**

Funds will be used to operate centers which provide professional development for teachers in ways of implementing curriculum framework in economics.

27. **Developing Leadership in Action Research (Carol Klass)**

Funds will be used to support teachers as leaders in systemic reform to look for and put to work those strategies that mobilize large numbers of people in new directions.

28. **Reading Recovery (Ken Dobbins/Jeanine Dobbins)**

Funds will be used for the training and dissemination of the Reading Recovery program in a cooperative agreement with the local school districts and Southeast Missouri State University.

29. **Elementary Science Connection (C. J. Varnon)**

Funds will be used to provide training opportunities for elementary teachers in science content and teaching strategies that emphasize interdisciplinary, hands-on activities so that all elementary children (especially at-risk, special needs, and gifted) become successful in science content and process.

30. **Language Assisted Initiative (Joel Judd)**

Funds will be used to provide inservice and pre-service to teachers of students from non-English language backgrounds. Activities of the project will expand the network of resources for educators and regional professional development centers who provide services to the districts enrolling language minority students.

31. **Teachers Academy (Kathleen Brown)**

Funds will be used to assist regional professional development centers in establishing Regional Teachers' Academies.

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32. **Fine Arts Academy (Sue Cole)**

Funds will be used to support chosen faculty from across the state in the sharing of academy curriculum, successful practices and first-year evaluation with other Missouri educational organizations.

33. **Missouri Leaders-MO Lead (Judy English)**

Funds will be used to facilitate the efficient delivery of quality professional development to all school administrators; make administrator professional development available to all school districts regardless of size or relative wealth; assure the availability of quality administrator in-service in situations where local professional development committees choose not to fund administrator development activities; and provide for five full Satellite Academy Scholarships to each of the six Satellite Academy regions.

34. **National Board Teacher Certification (Celeste Ferguson)**

Funds will be used to establish a program to assist Missouri teachers as they prepare for National Board Certification.

35. **Literacy Investment for Tomorrow-LIFT (Russ McCampbell)**

Funds will be used to educate early childhood teachers, school superintendents, adult teachers, community school directors, and social services personnel about Family Literacy through mailings to 3,200 persons, train 60 persons in each discipline of Family Literacy; develop and disseminate a parent/child curriculum for the preschool and primary ages; work with personnel of Community Schools and Accelerated Schools to create models of Family Literacy trainers for Missouri, and develop Family Literacy resources by building a library of LIFT materials and increasing technological support.

36. **MO Council of Vocational Administration (Russ McCampbell)**

Funds will be used to provide specific programs for the Missouri Vocational Education Administrators Academy. The academy identifies, recruits, and provides short-term intensive leadership responsibilities in vocational-technical education in comprehensive high schools, area vocational-technical schools, community and technical colleges, the Department of Elementary and Secondary Education, and vocational teacher education programs. The academy compliments and does not duplicate the existing Leadership Academy conducted by the Department for the development of general administrative expertise.

37. **MO Vocational Education (Russ McCampbell)**

Funds will be utilized to present seven, two-day seminars on building positive school and community relations. Day one of the seminar will emphasize "internal marketing" - marketing and why it works, shaping a positive organizational personality; building principles of marketing, and image

Notes

building through communications, environment, employee recognition, professional development, and data gathering. Day two of the seminar will be devoted to developing local marketing plans for school districts and discussing external marketing strategies (advertising, publicity, promotions, and public relations); forming partnerships and examining samples of success and the results.

38. **MO Cohort of School Site Teams (Jerry Valentine)**

Funds will be used to create a cohort of 30 school improvement teams from elementary, middle, and high schools. Teams from these schools will make a commitment to work with the express purpose of constructing knowledge for problem solving, reflecting upon faculty transformative issues, and developing those visions, missions, and goals appropriate to their respective schools. This project is called Project ASSIST (Achieving Success through School Improvement Site Teams).

39. **Missouri Heritage (Deb Sutton)**

Funds will be used to develop a video and text-based curriculum on Missouri's history and heritage to educators across the state, along with the related training and technical assistance in implementing this curriculum at the middle school level.

40. **Curriculum Institute (David Hough/Barb Martin)**

Funds will be used to administer personality profiles; actively recruit classroom teachers; develop management and instructional leadership expertise; create novel career avenues or new "hybrid" teacher-administrator building-and district-level positions; expand a professional development mentoring system; and develop liaison structures between the Department of Elementary and Secondary Education, and Regional Professional Development Centers

41. **Missouri Advisory Council of Certification for Educators (MACCE/John Miller)**

Funds will be used to support efforts of the Missouri Advisory Council of Certification for Educators, a statutory body empowered under RSMo. 168.075, in conjunction with their duties associated with professional development when considering the evaluation and approval of teacher training programs as related in Section 10 of The Outstanding Schools Act (SB380).

42. **Outstanding Schools Program (Sean Flynt)**

Funds will be used to develop school-to-school networks to share practices and programs. Teachers will be able to recognize, disseminate, and exchange information about the best professional teaching practices and programs in the state that address students needs.

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43. **Math, Science and Technology-MAST (Lanette Rodgers)**

Funds will be used for the MAST answerline to operate 24 hours a day, seven days a week. The answerline will receive calls and a time to respond to questions immediately with up-to-date information on current trends and best practices in education, curriculum development, and can help teachers understand new standards. It can reach a much larger group of participants than the standard workshop format and is easily accessible for all teachers in the state. It provides support for isolated teachers in small rural districts, most of whom would be unable to be served by the standard workshop in-service format.

44. **Certification Competencies (John Miller)**

Funds will be used to design 30 individual teaching certificates of these categories: elementary, middle school, special education, secondary, vocational, and administration. This project will include state-level competencies consistent with the national standards being developed.

45. **Vertical Teams (Connie McCallum)**

Funds will be used to train eleven college professors and nine Regional Professional Development Center Directors as facilitators to schools or school district vertical teams and to train the vertical teams. Donn Gresso, co-author of Cultural Leadership, will train the facilitators and assist the facilitators with the vertical teams training. Vertical teams will be instrumental in changing the culture of the school or school district in order for school improvement to take place.

46. **Interstate School Leaders Licensure Consortium-ISLLC (Larry Wheeles)**

Funds will be used to collaborate the development of a new administrator assessment instrument. This new instrument will be grounded on indicators which can identify competency in building-level administration. The instrument could become a model for other states.

47. **Missouri Center for Safe Schools (Pat Henley)**

Funds will be used for the "Center" to work closely with DESE to provide assistance to schools to schedule workshops through the RPDCs to help teachers and principals utilize effective techniques to create a non-violent environment. The center will serve as a statewide information clearinghouse on the topic of "violence in schools" and will collect and catalog practices and make them available to other interested districts throughout Missouri.

48. **Connections Project (Pierrette Bentivegna)**

Funds will be used to provide cross-training opportunities in the teacher education program. The project will continue to provide professional development opportunities for public school educators to identify and collaborate with human services resources in their communities for the well-being of children and families.

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49. AASA Project License (Celeste Ferguson)

The funds will be used to purchase a license from The American Association of School Administrators. This license will make DESE the official agent in Missouri for operating an assessment center for Superintendents and aspiring Superintendents.

50. Improving Achievement at Walbridge School (Joan Solomon)

Funds will be used to provide inservice training, a variety of professional development experiences, consultants, evaluations, supplies and materials to improve the skills, and knowledge of staff and students at Walbridge so that student achievement will improve.

51. Felner Evaluation (Linda Luebbering)

Systematic Evaluation

52. Regional Professional Development Centers Evaluations (Horizon Research Services)

Funds will be used to provide consulting services to the Regional Professional Development Centers Project. The consulting services will provide expertise to formulate and conduct evaluations of the Regional Professional Development Centers located in ten locations around the state.

53. Caring Community/School Reform Project (Joan Solomon)

This grant will be used to match Danforth Foundation funds for coupling the work of school reform to the caring communities efforts. A summer leadership academy will result from this effort.

54. State Supervisors of Instruction

State supervisors are located in regions throughout the state. These supervisors spend most of their time with MSIP reviews. Although they do not work directly with professional development, they may be able to answer questions, particularly when connected with professional development and the MSIP review.

55. Supervision of Instruction Accreditation

The Supervision section of DESE's School Services Division oversees the Missouri Comprehensive School Improvement Program (MSIP). MSIP is a process that promotes comprehensive school improvement and provides accreditation ratings for Missouri schools. The accreditation ratings are fully accredited, provisionally accredited, and unaccredited. Each Missouri school district is reviewed on a five-year cycle using the MSIP standards and indicators which are organized in three major areas: Resources, Process, and Performance.

Notes

56. Special Education (Debby Parsons)

(1) *The Center for Innovations in Special Education* offers a range of services to educators in Missouri including written materials, conferences, training, and resources for loan. This Center assists educators in their professional growth and in the delivery of services to students with disabilities.

(2) *The Missouri Technology Center* for Special Education provides training, information, and technical assistance to educators who provide instruction to students who are unable to learn or communicate effectively without assistive technology.

(3) *Project ACCESS* provides support and technical assistance to school districts serving students with autism. Training workshops are held year round in locations all over Missouri. A large lending library contains resources which may be borrowed by any interested person. ACCESS staff members train education consultants who are available to visit schools and work with teachers/staff members to develop skills in evaluation and programming for children with autism.

(4) *The State Schools for Severely Handicapped* provide technical assistance to classroom teachers serving students with severe disabilities, present specialized teacher training programs emphasizing effective instructional strategies for students with severe disabilities, (for example,. physical impairment, mental retardation, challenging behaviors, assistive technology, etc.), and maintain resource libraries.

(5) *Missouri School for the Blind* offers the Missouri Statewide Parent Involvement Network to families of children, ages 0-5. Onsite consultations and functional vision, orientation and mobility assessments are provided to school districts upon request. Parent education and teacher training are also provided in conjunction with the University of Missouri-St. Louis and Lindenwood College.

(6) *Missouri School for the Deaf* provides direct home intervention services to facilitate language development and communication for children, ages 0-4. It also provides consultation and limited in-service training for district staff. An auditory trainer loaner bank, and a Captioned Film Library are available to school districts throughout the state.

57. Missouri Education/Success Link (MCSA-Deedee Schlichting)

Funds will be used to incorporate "Best Practices" (MCSA's Outreach Initiative, the National Diffusion Network, the Missouri Education Center curriculum dissemination project, and TEAMS distance learning Star Schools grant.. Three new components have been added to further educational innovation and reform movements throughout Missouri: Legion of Excellence Grant Program, "Effective Practices" Dissemination and Adoption Program, and "New Ideas" Dissemination Program.

4/97

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Directory of Resources

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Mailing Address: 5100 Rockhill Road, KC, MO 64110, Location: 5306 Holmes, KC, MO 64110
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Cheri Shannon: (816) 235-5486
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STARR
Monika Brady, Candy Marshall, Urban Ray
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MAP 2000
(800) 555-9048 FAX: (816) 235-5270

TECH CENTER FOR SPECIAL ED
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Jennifer Webb
(888) 878-7732 FAX: (816)785-7599

STATE SUPR OF INSTR
Roger Nelson: (573) 769-2828 FAX: (573) 769-4449
J.D. King: (816) 385-5302 FAX: (816) 385-6384

REGION 5 - N.W.M.S.U. MARYVILLE
107 Valk Hall, 800 University Drive, Maryville, MO 64468
JOYCE FLOWERS, DIRECTOR
Phone: (800) 663-3348 Fax: (816) 562-1890 E-mail: FLOWERS@NORTHWEST.MISSOURI.EDU

RE:LEARNING

ACCELERATED SCHOOLS
Contact Lewis Gowin
UMKC
(816) 235-2442 FAX: (816) 235-5651

STARR
Barbara Beeson, Robin Chestnut, Diane Watson
(816) 562-1996

MAP 2000
Arnold Lindaman, Lynette Barr
(800) 772-0236 FAX: (816) 562-1992

STATE SUPR OF INSTR
Larry Price
(816) 726-3765 FAX: (816) 726-3765

Missouri Regional Professional Development Center

REGION 6 - U.M.R. ROLLA
106 Campus Support Facilities, 1870 Miner Circle, Rolla, MO 65409
TOM DEERING, DIRECTOR
Phone: (800) 667-0665 Fax: (573) 341-6577 E-mail: deering@umr.edu

RE:LEARNING
Sheila Lovewell
(417) 836-7615 FAX: (417) 836-8449

STARR
Susan Bowles, Cathy Paulsmeyer, Kathee Wodraska
(800) 735-3702; (800) 401-6680; (314) 341-6473

STATE SUPR OF INSTR
Robert Payne
(573) 751-2603 FAX: (573) 751-9434

ACCELERATED SCHOOLS
Contact Kathie Lewis
SMSU
(417) 836-4493

MAP 2000
Jana Scott
(800) 667-0665 FAX: (573) 341-6473

REGION 7 - S.M.S.U. SPRINGFIELD
SMSU Alumni Center, 300 S. Jefferson, Suite 502, Springfield, MO 65806
DAVID HOUGH, DIRECTOR
Phone: (800) 735-3702 Fax: (417) 836-8408 E-mail: dah3151@wpgate.smsu.edu

RE:LEARNING
Michael Kohr
(573) 895-2775

STARR
Colleen Hardy, Paula St. James, Barbara St. Clair
(417) 836-5594

STATE SUPR OF INSTR
Larry D. Folkins
(417) 836-4886 FAX: (417) 836-4887

ACCELERATED SCHOOLS
Kathie Lewis
(800) 735-3702 FAX: (417) 836-4493

MAP 2000
Jana Loge
(800) 735-3702 FAX: (417) 836-8449

PROJECT ACCESS
Susan Hawkins
(417) 836-6395 FAX: (417) 836-4118

Missouri Department of Elementary and Secondary Education Homepage Address:

http://services.dese.state.mo.us

Directory of Resources

REGION 8 - ST LOUIS
Network for Ed Development, 13157 Olive Spur Road, St. Louis, MO 63141
WAYNE TURNER, DIRECTOR
Phone: (800) 478-5684 Fax: (314) 576-4996 E-mail: wayne@info.csd.org

RE:LEARNING
Susan Hanan: (314) 524-4099 FAX: (314) 521-5921
Scotty Scott: (314) 576-5111, ext. 132

ACCELERATED SCHOOLS
Carolyn Neal
(314) 516-6867 FAX: (314) 516-6844

STARR
Carla Baranowski, Sandra Maulin, Dan Serig
(314) 516-6716

MAP 2000
Linda Thies, Alicia Covington
(800) 627-8675 FAX: (314) 516-5227

STATE SUPR OF INSTR
John DeArman
(314) 423-4472 FAX: (314) 423-5021

REGION 9 - C.M.S.U. WARRENSBURG
Reg Prof Dev Center, 213 Lovinger, Warrensburg, MO 64093
GENE VINSON, DIRECTOR
Phone: (800) 762-4146 Fax: (816) 543-8245 E-mail: gvinson@cmsuvmb.cmsu.edu

RE:LEARNING
Keith Willis
(816) 647-3106 FAX: (816) 647-3218

ACCELERATED SCHOOLS
Contact Lewis Gowin
UMKC
(816) 235-2442 FAX: (816) 235-5651

STARR
Susan Gerke, Melissa Luebbert, Linda Wilson
(816) 543-8240

MAP 2000
Carol Mihalevich, Deborah Orr
(800) 717-0605 FAX: (816) 543-4167

STATE SUPR OF INSTR
Renee Sagasar
(816) 543-8243 FAX: (816)543-8245

Regional Professional Development Center Homepage Address:

http://oseda.missouri.edu:80/rpdc

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B. National Standards for Staff Development

Evaluation/National Staff Development Standards

In 1995, the National Staff Development Council presented Standards for Staff Development for the elementary, middle, and high school levels. The intent was that they be used by individuals, schools, districts, state departments, and other interested groups.

The standards were organized into three categories: context, process, and content.

- **Context** addresses the organization, system, or culture in which the new learnings will be implemented. Some contexts are more supportive to improvement than others.
- **Process** refers to the "how" of staff development; it describes the means for the acquisition of new knowledge and skills. Some examples of process standards include: group development, follow-up and support, and evaluation.
- **Content** refers to the actual skills and knowledge of effective educators. For example, this could include: research-based instructional strategies, pre-adolescent and adolescent high expectations, and curriculum.

ELEMENTARY

Context

- Effective elementary school staff development requires and fosters the norm of continuous improvement.
- Effective elementary school staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.
- Effective elementary school staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- Effective elementary school staff development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- Effective elementary school staff development is an innovation in itself that requires study of the change process.

Process

- Effective elementary school staff development provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- Effective elementary school staff development is based on knowledge about human learning and development.

Notes

- Effective elementary school staff development provides for the three phases of the change process: initiation, implementation, and institutionalization.
- Effective elementary school staff development bases priorities on a careful analysis of desegregated student data regarding goals for student learning.
- Effective elementary school staff development uses content that has proven value in increasing student learning and development.
- Effective elementary school staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- Effective elementary school staff development requires an evaluation process that is ongoing, includes multiple sources of information and focuses on all levels of the organization.
- Effective elementary school staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- Effective elementary school staff development provides the follow up necessary to ensure improvement.
- Effective elementary school staff development requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegial.
- Effective elementary school staff development requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Content

- Effective elementary school staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of children in grades pre-kindergarten through six.
- Effective elementary school staff development facilitates the development and implementation of school and classroom-based management which maximize student learning.
- Effective elementary school staff development addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education provided to all students.
- Effective elementary school staff development enables educators to provide challenging, developmentally-appropriate interdisciplinary curriculum that engage students in integrative ways of thinking and learning.
- Effective elementary school staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Effective elementary school staff development prepares educators to demonstrate high expectations for student learning.

Notes

- Effective elementary school staff development facilitates staff collaboration with and support of families for improving student performance.
- Effective elementary school staff development prepares teachers to use various types of performance assessment in their classrooms.

MIDDLE LEVEL

Context

- Effective middle level staff development requires and fosters the norm of continuous improvement.
- Effective middle level staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.
- Effective middle level staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- Effective middle level staff development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- Effective middle level staff development is an innovation in itself that requires study of the change process.

Process

- Effective middle level staff development provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- Effective middle level staff development is based on knowledge about human learning and development.
- Effective middle level staff development provides for the three phases of the change process: initiation, implementation, and institutionalization.
- Effective middle level staff development bases priorities on a careful analysis of desegregated student data regarding goals for student learning.
- Effective middle level staff development uses content that has proven value in increasing student learning and development.
- Effective middle level staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- Effective middle level staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.
- Effective middle level staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.

Notes

- Effective middle level staff development provides the follow up necessary to ensure improvement.
- Effective middle level staff development requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and collegially.
- Effective middle level staff development requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Content

- Effective middle level staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of young adolescents.
- Effective middle level staff development facilitates the development and implementation of school and classroom-based management which maximize student learning.
- Effective middle level staff development addresses diversity by providing awareness and training related to the knowledge, skills and behaviors needed to ensure that an equitable and quality education is provided to all students.
- Effective middle level staff development enables educators to provide challenging, developmentally-appropriate curricula that engage students in integrative ways of thinking and learning.
- Effective middle level staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Effective middle level staff development prepares educators to demonstrate high expectations for student learning.
- Effective middle level staff development facilitates staff collaboration with and support of families for improving student performance.
- Effective middle level staff development prepares teachers to use various types of performance assessment in their classrooms.
- Effective middle level staff development prepares educators to combine academic student learning goals with service to the community.
- Effective middle level staff development increases administrators' and teachers' ability to provide guidance and advisement to adolescents.
- Effective middle level staff development increases staff's knowledge and practice of interdisciplinary team organization and instruction.

HIGH SCHOOL

Notes

Context

- Effective high school staff development requires and fosters the norm of continuous improvement.
- Effective high school staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.
- Effective high school staff development is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- Effective high school staff development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- Effective high school staff development is an innovation in itself that requires study of the change process.

Process

- Effective high school staff development provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- Effective high school staff development is based on knowledge about human learning and development.
- Effective high school staff development provides for the three phases of the change process: initiation, implementation, and institutionalization.
- Effective high school staff development bases priorities on a careful analysis of desegregated student data regarding goals for student learning.
- Effective high school staff development uses content that has proven value in increasing student learning and development.
- Effective high school staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- Effective high school staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.
- Effective high school staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- Effective high school staff development provides the follow up necessary to ensure improvement.
- Effective high school staff development requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegial.
- Effective high school staff development requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

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Notes

Content

- Effective high school staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of adolescents.
- Effective high school staff development facilitates the development and implementation of school and classroom-based management which maximize student learning.
- Effective high school staff development addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education provided to all students.
- Effective high school staff development enables educators to provide challenging, developmentally-appropriate interdisciplinary curriculum that engage students in integrative ways of thinking and learning.
- Effective high school staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Effective high school staff development prepares educators to demonstrate high expectations for student learning.
- Effective high school staff development facilitates staff collaboration with and support of families for improving student performance.
- Effective high school staff development prepares teachers to use various types of performance assessment in their classrooms.
- Effective high school staff development prepares educators to combine academic student learning goals with service to the community.
- Effective high school staff development increases administrators' and teachers' ability to provide guidance and advisement to adolescents.

COMPLETE SETS OF THE STANDARDS ARE AVAILABLE FROM:
THE NATIONAL STAFF DEVELOPMENT COUNCIL
PO BOX 240
OXFORD, OHIO 45056
PHONE NUMBER 1-800-727-7288

C. OTHER AVAILABLE RESOURCES

There are many other excellent resources available to teachers and PDCs. Professional development committees are encouraged to seek information and/or help from a variety of sources. Help may be obtained from teachers and administrator professional associations, cooperatives, federal agencies, not-for-profit professional development organizations, colleges and universities, private consultants, staff development coordinators, and others PDCs.

SECTION VI

GENERAL APPENDICES

SECTION VI

GENERAL APPENDICES

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Appendix A

MSIP Professional Development Report

THIS IS BEING REVISED AND A NEW FORM WILL BE APPROVED PRIOR TO THE 1997-98 SCHOOL YEAR
PROFESSIONAL DEVELOPMENT REPORT

(Check DESE Home Page for New Form)

District_____
Committee Member(s)_____

12.1 A Professional development programs are cooperatively developed by the school staff, administrators, and school board members with assistance from a professional development ccommittee, as required by Section 168.400, RSMo.

Documentation and interviews indicated the district **has/does not have** a professional development committee (PDC) in place.

*Members of this committee **are/are not** elected by the staff
*The PDC meets _____ **(#)** times a year, (and)
*Its responsibilities include:

On-site interviews/Documentation/On-site interviews and documentation indicated that staff members **are involved/are generally involved/are involved to a limited degree/are not involved** in the development of the district's professional development programs.

Staff members are involved through:
_____ - committee work
_____ - needs assessment surveys
_____ - evaluations of professional development activities
_____ - other: (Explain)

Documentation indicated that the district **has/does not have** a written professional development plan regarding the development/training of its professional staff.

The professional development plan includes:
_____ - goals/objectives (both long- and short-range goals)
_____ -evaluation criteria for the overall professional development program
_____ - appropriate board policies and procedures
_____ -mentoring provisions
_____ -professional development activities for practicing teachers

---

The district **has/does not have** formal procedures for its mentoring program

The district's mentoring program includes
_____ - procedures for mentor selection
_____ - provisions for mentor training
_____ - mentor rules and responsibilities
_____ - new teachers' responsibilities
_____ - requirements for new teachers' professional development plans
_____ - administrators' responsibilities

_____ - time for new teachers to observe master teachers
_____ - time for mentors to observe and provide feedback to new teachers
_____ - university/college new teacher assistance
_____ - other: _____

Teachers indicated on the advance questionnaires:
The district's professional development committee is effective
District Mean: _____
(Significant variations)

The professional development committee works cooperatively with staff, administrators and board members to plan inservice activities.
District Mean: _____
(Significant variations)

Beginning teachers receive special assistance and mentoring arrangements.
District Mean: _____
(Significant variations)

(General observations related to the AQ data:)

(Additional comments regarding the district's professional development program:)

12.1 B For the entire school staff (certificated and noncertificated), professional growth is a continuous process of refining skills and keeping current with new developments in the field of education.

Interviews/Documentation/Interviews And documentation indicated professional development activities **are/are not** related to the goals and objectives of the school district (as outlined in a school improvement plan)

These professional development activities **are/are not** determined by the PDC in consultation with the superintendent and with the approval of the board. (Note exceptions/comments)

The district is part of the _____ Professional Development Cooperative

Professional development activities conducted in the district include:

Professional development activities conducted out of the district include:

Interviews indicated that teachers' participation in professional development activities is **good/fair/poor**. (Provide supporting evidence.)

*Teachers reported that the professional development activities they have participated in **have been valuable/have had limited value/have not been valuable** in improving instruction.

A majority of the support staff **has/has not** received training on an annual basis.

Documentation indicated that the district **has/does not have** written policies or procedures in place for the reimbursement of professional development expenses and/or release time. Interviews **indicated/did not indicate** that staff members are aware of the district's reimbursement procedures related to the professional meetings, conferences, etc.

According to interviews, financial support for professional development is provided through ( )

_____ -a district budget provision for professional development
_____ -tuition reimbursements
_____ -advancement on the salary schedule for participation inservice/continuing education activities
_____ -requirements for continued education or inservice to advance on the salary schedule
_____ -additional payments based on participation in Career Ladder program
_____ -release time professional days
_____ -district-provided memberships in a professional development cooperative
_____ -professional development expense reimbursements
_____ -other _____

Teachers indicated on the advance questionnaires

Useful inservice training programs are provided by the school district
District Mean _____
(Significant variations)

My principal/supervisor encourages constant improvement in my teaching.
District Mean _____
(Significant variations)

(General observations related to the AQ data:)

(Comments regarding the district's support for professional development:)

STRENGTHS AND CONCERNS

STRENGTHS

CONCERNS

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Notes

SCHOOL DISTRICTS CAN RECEIVE DEFICIENCIES IF THEIR PROFESSIONAL DEVELOPMENT PLAN AND PROGRAM DO NOT MEET THE STANDARDS. EXAMPLES OF DEFICIENCIES MIGHT BE AS FOLLOWS:

- ❒ No single unified professional development documentation.
- ❒ No annual evaluation of overall professional development progress.
- ❒ Professional Development Plan not related to goals and objectives of school district, as outlined in school improvement plan.
- ❒ No evaluation criteria.
- ❒ No appropriate board policies and procedures.
- ❒ Limited teacher participation in professional development activities.
- ❒ No long and short-range planning relating to development and training of professional staff.
- ❒ Professional development committee not elected by the faculty.
- ❒ No responsibilities for administrators.
- ❒ Inadequate time for new teachers to observe master teachers and mentors to observe new teachers.
- ❒ No new teacher responsibilities.
- ❒ Lack of new teacher assistance program with university/college.
- ❒ No requirements for new teachers' professional development plans.
- ❒ Lack of administrators' responsibilities for new teachers.
- ❒ Mentoring program doesn't meet expected criteria.

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Appendix B

Certification

MISSOURI PROFESSIONAL LICENSURE SYSTEM FOR TEACHERS

PC-I
Professional Classification I

- 3 years of Contracted Teaching Experience
  1 _____
  2 _____
  3 _____
- Professional Development Plan
  _____
  Approval by District
- First-Year Mentor
  Name _____
  From _____ To _____
- A mentor is only required for first-year teachers with no experience
- Beginning Teacher Assistance Program
  Date _____
  University or College _____
  _____
- 30 Clock Hours of Inservice Attach List of Inservice and Note Date, No Of Hours and Subject Matter
- Performance Based Evaluation

PC-II
Professional Classification II

- 7 Years of Contracted Teaching Experience
  1 _____
  2 _____
  3 _____
  4 _____
  5 _____
  6 _____
  7 _____
- Professional Development Plan
- 30 Clock Hours of Inservice Attach List of Inservice and Note Date, No Of Hours and Subject Matter
- Performance Based Evaluation
- Earn 12 Semester Hours of Academic Credit

Credit must be in the following
1 Current Teaching Area
2 Pursuit of Another Teaching Area
3 Enhancement of Teaching Skills
4 Part of a Planned Master's Degree Program

- Individuals who have an earned Master's Degree in Education are exempt from the semester hour requirement

CPC
Continuous Professional Classification

- 10 years of Contracted Teaching Experience
- Attainment of a Master's Degree in an Area of Education

Requests for Extensions, Renewals, or Other Matters Pertaining to Your Certification Must be Submitted in Writing to: Teacher Certification, PO Box 480, Jefferson City, MO 65102

Please include your current home mailing address, social security number and any documents which will support your request

SAMPLE

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SAMPLE
Form for Recordkeeping
PROFESSIONAL DEVELOPMENT OPTIONS/ACTIVITIES LOG

Recertification Period: _____ TO _____

Name_____ Title/Position_____ Work Address_____

Applying Towards Recertification

Option/Activity	Location of Documention	Dates	Hours/ Pts.	Content & Professisonal Skills (No. Points)	Other Educational Issues (No. Points)

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TEACHER CERTIFICATION

APPLICATION FOR MISSOURI TEACHER CERTIFICATE UPGRADE

P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102
314-751-0051

APPLICATION WILL BE ACCEPTED WITHIN 30 DAYS PRIOR TO THE EXPIRATION DATE OF CLASSIFICATION

I. VITAL INFORMATION

SOCIAL SECURITY NUMBER	— —			
NAME (LAST)	(FIRST)			(MIDDLE)
MAILING ADDRESS	CITY		STATE	ZIP CODE
BIRTHDATE	FORMER NAME(S)	SEX ☐ MALE ☐ FEMALE	HOME PHONE NO. ( ) WORK PHONE NO. ( )	

Have you been convicted of a felony since you received initial MO certification? ☐ YES ☐ NO

If yes, please enclose a letter of explanation and a certified copy of the court proceedings with your upgrade form.

II. PURPOSE OF APPLICATION: (Check appropriate box)

☐ A. I am requesting to upgrade my classification from PC-I to PC-II.
(Section A, D & E must be completed by school district official)

☐ B. I am requesting to renew my PC-II classification.
NOTE: May be renewed an unlimited number of times if all requirements for the PC-II have been repeated within the previous seven (7) years.
(Section B, D & E must be completed by school district official)

☐ C. I am requesting to upgrade my classification from PC-II to CPC.
(Section C, D & E must be completed by school district official)

☐ D. I am requesting to upgrade my provisional classification to professional classification.
(Section D & E must be completed by school district official)

NOTE: Teaching experience must be documented in Section D.

OFFICIAL TRANSCRIPTS VERIFYING SATISFACTORY COMPLETION OF REQUIRED COURSEWORK MUST BE INCLUDED WITH THIS APPLICATION IF REQUESTING B, C, AND/OR D ABOVE.

I certify that the information in this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial of the requested certificate.

APPLICANT'S SIGNATURE	DATE

III. RECOMMENDATION FROM EMPLOYING SCHOOL DISTRICT: (Sections A-E To be completed by school official)

SECTION A - To be completed if applicant is upgrading from PC-I to PC-II classification. Requirements listed must be completed during valid dates of PC-I classification.

☐ Applicant has completed three (3) years of Department of Elementary and Secondary Education (DESE) approved teaching experience.
NOTE: Teaching experience must be documented in Section D.

☐ Applicant has developed and implemented a professional development plan and it is on file with our district.

☐ Applicant has participated in and successfully completed an entry-year mentor assistance program.

☐ Applicant has participated in a beginning teacher assistance program from a Missouri college or university.

☐ Applicant has completed 30 clock hours of appropriate inservice education and documented such hours with our district.

☐ Applicant has participated in the performance based teacher evaluation program of this school district.

SECTION B - To be completed if applicant is renewing the PC-II classification. Requirements listed must be completed during valid dates of PC-II classification. (Section B continued on back)

☐ Applicant has completed an additional seven (7) years of DESE-approved teaching experience.
NOTE: Teaching experience must be documented in Section D.

☐ Applicant has demonstrated continued progress within his/her professional development plan on file with our district.

PHOTOCOPIES OF APPLICATIONS CANNOT BE ACCEPTED.

MO 500-1609 (3-93)

SECTION B - CONTINUED

- ☐ Applicant has completed 30 clock hours of appropriate inservice education and documented such hours with our district.
- ☐ Applicant has participated in the performance based teacher evaluation program of this district.
- ☐ Applicant has earned twelve (12) semester hours other than internship credit, appropriate to the following: (1) teaching area(s) currently held, or (2) pursuit of additional area(s) of certification, or (3) coursework which enhances teaching skills, or (4) a planned master's degree in education or in an area of certification.

  NOTE: Those who have earned a master's degree in education or in an area of certification shall be exempt from the twelve (12) semester hour requirement.

OFFICIAL TRANSCRIPTS VERIFYING SATISFACTORY COMPLETION OF TWELVE (12) SEMESTER HOURS CREDIT MUST BE INCLUDED WITH THIS APPLICATION.

SECTION C - To be completed if applicant is upgrading from PC-II to CPC classification.

- ☐ Applicant has completed ten (10) years of DESE-approved teaching experience.
  NOTE: Teaching experience must be documented in Section D.
- ☐ Applicant has demonstrated continued progress within his/her professional development plan on file with our district.
- ☐ Applicant has participated in the performance based teacher evaluation program of this district.
- ☐ Applicant has completed 30 clock hours of appropriate inservice education and documented such hours with our district.
- ☐ Applicant has completed a master's degree in education or an area of certification.

OFFICIAL TRANSCRIPTS VERIFYING CONFERMENT OF MASTER'S DEGREE MUST BE INCLUDED WITH THIS APPLICATION UNLESS MASTER'S DEGREE IS ALREADY ON FILE WITH TEACHER CERTIFICATION.

SECTION D - VERIFICATION OF APPROVED TEACHING EXPERIENCE - To be completed by school official for all upgrading applicants.

Teaching experience must be contracted and should be at least half-time employment. Substitute teaching and serving as a teacher's aide or assistant does not qualify as teaching experience.

Document here total years of teaching experience which includes those years completed at previous district(s) as well as those years completed at this district.

Total teaching experience at previous district(s) _____ yrs. _____ mo.

Total teaching experience at this district _____ yrs. _____ mo.

Total approved teaching experience _____ yrs. _____ mo.

SECTION E - To be completed by school official for all upgrading applicants.

I verify that _____ has provided documentation for all of the above information and that the information is true and complete to the best of my knowledge.

SIGNATURE OF SCHOOL OFFICIAL	DATE	SCHOOL DISTRICT

NAME OF SCHOOL OFFICIAL	SCHOOL ADDRESS
TITLE OF SCHOOL OFFICIAL	SCHOOL TELEPHONE NUMBER ( )

DO NOT RETURN TO APPLICANT **MAIL TO ▶** Teacher Certification, P.O. Box 480, Jefferson City, MO 65102

CERTIFICATION ACTION	LVL	SUBJECT	CLS	STEP	EFF. DATE	RI	AUTH CODE
1							
2							
3							
4							

MO 500-1609 (3-93)

Appendix C

Show Me Standards

PERFORMANCE STANDARDS

Notes

Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. Develop questions and ideas to initiate and refine research
2. Conduct research to answer questions and evaluate information and ideas
3. Design and conduct field and laboratory investigations to study nature and society
4. Use technological tools and other resources to locate, select, and organize information
5. Comprehend and evaluate written, visual, and oral presentations
6. Discover and evaluate patterns and relationships in information, ideas, and structures
7. Evaluate the accuracy of information and the reliability of its sources
8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. Identify, analyze and compare the institutions, traditions, and art forms of past and present societies
10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers

Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences
2. Review and revise communications to improve accuracy and clarity
3. Exchange information, questions, and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities, and sciences
5. Perform or produce works in the fine and practical arts
6. Apply communication techniques to the job search and to the workplace
7. Use technological tools to exchange information and ideas

Notes

Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. Identify problems and define their scope and elements
2. Develop and apply strategies based on ways others have prevented or solved problems
3. Develop and apply strategies based on one's own experience in preventing or solving problems
4. Evaluate the processes used in recognizing and solving problems
5. Reason inductively from a set of specific facts and deductively from general premises
6. Examine problems and proposed solutions from multiple perspectives
7. Evaluate the extent to which a strategy addresses the problem
8. Assess costs, benefits, and other consequences of proposed solutions

Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. Explain reasoning and identify information used to support decisions
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. Analyze the duties and responsibilities of individuals in societies
4. Recognize and practice honesty and integrity in academic work and in the workplace
5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals
6. Identify tasks that require a coordinated effort and work with others to complete those tasks
7. Identify and apply practices that preserve and enhance the safety and health of self and others
8. Explore, prepare for, and seek educational and job opportunities

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education, and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

Notes

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

There are 40 "knowledge" standards which are listed below.

KNOWLEDGE STANDARDS

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace, and other situations
2. Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. Data analysis, probability, and statistics
4. Patterns and relationships within and among functions and algebraic, geometric, and trigonometric concepts
5. Mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. Discrete mathematics (such as graph theory, counting techniques, matrices)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. The principles and elements of different art forms
3. The vocabulary to explain perceptions about and evaluations of works in dance, music, theater, and visual arts
4. Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. Visual and performing arts in historical and cultural contexts

Notes

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. Reading and evaluating fiction, poetry, and drama
3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. Participating in formal and informal presentations and discussions of issues and ideas
7. Identifying and evaluating relationships between language and culture

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Principles expressed in documents shaping constitutional democracy in the United States
2. Continuity and change in the history of Missouri, the United States, and the world
3. Principles and processes of governance systems
4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. Relationships of the individual and groups to institutions and cultural traditions
7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. Properties and principles of matter and energy
2. Properties and principles of force and motion
3. Characteristics and interactions of living organisms

Notes

4. Changes in ecosystems and interactions of organisms with their environments
5. Processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere, and hydrosphere
6. Composition and structure of the universe and the motions of the objects within it
7. Processes of scientific inquiry (such as formulating and testing hypotheses)
8. Impact of science, technology, and human activity on resources and the environment

Health/Physical Education

In Health/Physical Education, students in Missouri public schools acquire a solid foundation which includes knowledge of

1. Structures of, functions of, and relationships among human body systems
2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. Diseases and methods of prevention, treatment, and control
4. Principles of movement and physical fitness
5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use)
6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
7. Responses to emergency situation

Appendix D

Sample Board of Education Policies for Professional Development

111

Information Provided by the Missouri School Board Association

FILE: GCL
Critical

SAMPLE
PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Encouragement shall be given to professional personnel to attend meetings, take courses, belong to organizations, travel, and read literature describing innovative practices and instructional problem solving. Incentives for such improvement are built into the salary schedule and the district in-service program.

The Board will provide for professional growth through such means as the following:

1. Planned in-service programs and workshops will be offered within the school district from time to time.

2. Time will be provided for attendance at conferences, workshops, and educational meetings.

3. Advancement on the salary schedule will be provided for with additional education or training in accordance with Board policy.

Reimbursements for expenses related to conferences and visitations will be approved in accordance with Board policy, provided that the expenses are within budget allocations.

****

Adopted: (Adopt Date) (Revise Date)

Cross Refs: GCBA, Professional Staff Salary Schedules
GCBDA, Professional Staff Short-term Leaves and Absences
GCLA, Professional Development Programs

Legal Refs: §§168.400, RSMo.
(District Location Line)

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Information Provided by the Missouri School Board Association

FILE: GCL
Critical

SAMPLE
PROFESSIONAL DEVELOPMENT PROGRAMS

The (District Name) Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The Board will support the professional development committee, will approve the committee's professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

Professional Development Committee

Responsibilities:

The professional development committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential* consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities related to the school improvement plan; and present the coordinator of professional development activities with faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.

> *NOTE: Matters discussed by a teacher and the professional development committee will be held in confidence, but would not be considered "privileged information," if someone is called upon to testify in court. Only doctors, lawyers, and clergy have a legal right to privileged information.

Structure: **(SAMPLE ONLY)**

The committee shall have no more than nine members with membership on the committee spread across disciplines and attendance centers.

Committee members shall be certificated staff members with at least three years of teaching experience and at least two years in the (District Name). Professional development committee members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be selected no later than January 31 annually, training will be accomplished by March 31, and service will begin on April 1.

Committee members shall be elected by the classroom teachers, librarians, and counselors of the district. Administrators may be elected to serve on the committee, but may not participate in the selection process. For the purpose of close collaboration between the administration and the teaching staff, the committee may ask an administrator to serve on the committee. If asked to serve rather than being elected, the administrator will not have voting privileges.

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the professional development committee will provide a professional development plan for beginning teachers. The plan will address the teacher's first two years in the classroom, and the goals identified

in the plan will relate to district orientation, teacher evaluation, and specific targets identified by the teachers and his/her mentor/supervisor.

Copies of the initial plan and all subsequent revisions shall be filed and readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program, and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate.

Mentors should have three years of teaching experience, and have a desire to serve as a mentor. The building principal will be responsible for asking potential mentor teachers if they will serve in that capacity.

Assistance for Practicing Teachers

The district's professional development committee shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee and survey questions are to be closely related to objectives of the district school improvement plan. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The success of the district's in-service programs shall be regularly evaluated by the professional development committee.

****

Adopted: (Adopt Date) (Revise Date)

Cross Refs: GCL, Professional Staff Development Opportunities

Legal Refs: §§168.400, RSMo.
5 CSR 80-800.010, 5 CSR 80-850.040

(District Location Line)

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Appendix E

Sample Individual Professional Development Plan

Information Provided by the Missouri School Board Association

Sample

Initial Professional Development Plan for Teachers

The purpose of a professional development plan and portfolio is to give an educator the tools necessary to guide him or her through a continuous lifelong process. This process is based upon the individual educator's needs, and the needs of the district. It is designed such that the lifelong learning component is aligned to ultimately improve student achievement.

The means to achieve the ongoing goals and plans-of-action for every educator will be different. Every educator will not have the same plan for various reasons, including individual strengths, weaknesses, and learning styles.

The *DESE PDC Guidelines* Committee and the Missouri Department of Elementary and Secondary Education section of Professional Development have provided forms which may be used as a basic model for the development of a professional plan. Also included is a St. Louis RPDC "Professional Growth Log." It should be emphasized, however, that these materials are offered as help only. Each district will want to develop a specific plan which may include material mentioned but will certainly include items which address the uniqueness of the local staff and district.

It is suggested that educators use a portfolio process to collect data and artifacts that support the goals and plan-of-action of the professional development plan. This will assist the reviewer in determining the success of the plan. Data and artifacts could include such things as workshop certificates, report cards, letter of recognition and/or acknowledgment, names and dates of conferences attended, awards received, a videotape of teaching and review form, and a reflection journal.

Specific "how-to's" to the completion of a professional development plan include:

1. Developing a plan with a mentor using individual and school assessments, teacher standards, goals of the district, school improvement plan, etc. (See Teacher Self-Assessment Inventory)
2. Listing goals and prioritize according to the standard indicated.
3. Giving headings to major goals with specific plans-of-action and strategies
4. Identifying the resources needed to achieve the goals and the persons involved.
5. Reviewing the plan and supporting portfolio during specified dates to evaluate success and redefine goals and plans-of-action.
6. Recording all information, books read, conferences attended and notes.

As districts design professional development plans and programs based on local needs, goals and professional development philosophy, they may wish to obtain additional information by attending the annual Show-Me Professional Development Conference and/or contacting an institution of higher education, a teachers' association, the local Regional Professional Development Center, or other resources through the Department of Elementary and Secondary Education.

School District _____

Professional Development Plan for Teachers

Name: _____ School: _____

Mentor: _____ School Year: _____

Standards	Goals	Strategies/Actions	Resources Needed	Persons involved with process	Review Date	Date Achieved or On-going	Notes
➢Teachers Are Committed to Students and Their Learning						/ / / /	
➢Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students						/ / / / / /	
➢Teachers Are Responsible for Managing and Monitoring Student Learning						/ / / /	
➢Teachers Think Systemically about Their Practice and Learn from Experience						/ / / / / /	
➢Teachers Are Members of Learning Communities						/ / / /	

(SAMPLE)

School District _____

Professional Development Plan for Teachers

Name: _____ School: _____

Mentor (If Appropriate): _____ School Year: _____

Standards	Goals	Strategies/Actions	Resources Needed	Persons involved with process	Review Date	Date Achieved or On-going	Notes
➢Teachers Are Committed to Students and Their Learning	Key Questions: ➢What are the special programs within the district? ➢What is the special education process within the district? ➢What do I know about how students learn? ➢How can I learn more about my students? ➢How can I improve student achievement of my students?	➢Meet with district personnel to learn about programs ➢Visit classrooms & observe both experienced & new teachers ➢Attend conferences & workshops on best practices ➢Read, listen, or view resource materials such as videos, books, & articles from various resources ➢Meet with counselors plus review achievement information ➢Reflect through journal writing ➢Participate in new teachers' meetings	➢Books & Articles ➢Videos ➢Time commitment ➢District Personnel	➢Principal ➢Superintendent ➢Fellow teachers ➢Mentor ➢Department of Elementary and Secondary Education (DESE) ➢Association Representatives ➢RPDC's ➢Universities ➢Professional Organizations	➢PBTE Schedule ➢Monthly Mentor Meetings ➢Specific self study dates	/ /	➢Dates & names of conferences attended ➢Name & date of college classes completed ➢Awards received ➢Lesson plans ➢Resume ➢PBTE

(SAMPLE)

School District _____

Professional Development Plan for Teachers

Name: _____ School: _____

Mentor (If Appropriate): _____ School Year: _____

Standards	Goals	Strategies/Actions	Resources Needed	Persons involved with process	Review Date	Date Achieved or On-going	Notes
➢ Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students						/ /	
➢ Teachers Are Responsible for Managing and Monitoring Student Learning						/ /	
➢ Teachers Think Systemically about Their Practice and Learn from Experience						/ /	
➢ Teachers Are Members of Learning Communities						/ /	
	121					/ /	122

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(SAMPLE)

Plan for Professional Improvement

Date: _____

Name: _____

Employment Date: _____

1. VISION

_____

_____

_____

_____

_____

2. GOALS— COMMITMENT

A. Professional Goals

_____

_____

_____

_____

_____

B. Personal Goals

_____

_____

_____

_____

_____

3. PLAN-OF-ACTION INSURING SUCCESS

A. Professional Goals

_____

_____

_____

_____

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(SAMPLE)

B. Personal Goals

4. BIGGEST CHALLENGE OR BARRIERS TO ACHIEVE GOALS

5. TIMETABLE

6. ACCEPTABLE EVIDENCE OF ATTAINMENT

A. Excellence:

(SAMPLE)

B. Failure:

7. BENEFITS/REWARDS/CELEBRATION

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Notes

(Sample)

TEACHER SELF-ASSESSMENT INVENTORY
of Skills and Interest

NAME _____

GRADE LEVEL _____

SUBJECT AREA _____

PLEASE RESPOND TO EACH ITEM	INTEREST Please Circle Minimal			High
DEVELOPING PUPIL SELF-ESTEEM:				
1. Facilitating pupil self-concept, with and social-interaction	1	2	3	4
2. Motivating students	1	2	3	4
3. Dealing with problems of individual students	1	2	3	4
4. Dropout prevention	1	2	3	4
5. Working with the physically/emotionally disabled students	1	2	3	4
6. Cooperative learning among students	1	2	3	4
INTERPERSONAL COMMUNICATION:				
7. Learning strategies for communicating to the community	1	2	3	4
8. Community and interacting with parents	1	2	3	4
9. Knowing when and where to refer student problems	1	2	3	4
10. Developing strategies to successfully involve classroom assistants/volunteers	1	2	3	4
11. Resolving teacher/administrator differences in a positive and effective manner	1	2	3	4

Notes

(Sample)

12. Initiating and building professional relationships with colleagues	1	2	3	4
13. Awareness of district and building policies	1	2	3	4

ORGANIZING FOR INSTRUCTION:

14. Utilizing staff resources, team teaching, aides, flexible scheduling	1	2	3	4
15. Tactics for teaching thinking skills	1	2	3	4
16. Deciding on appropriate pupil grouping procedures for instruction within the classroom	1	2	3	4
17. Creating optimum physical environments for learning	1	2	3	4
18. Deciding which teaching technique is best suited for a specific purpose	1	2	3	4
19. Using questioning procedures that facilitate learning	1	2	3	4
20. Gearing instruction to problem solving	1	2	3	4
21. Using multimedia	1	2	3	4
22. Providing for reinforcement of basic skills	1	2	3	4
23. Classroom discipline techniques	1	2	3	4
24. Classroom management and organization	1	2	3	4
25. Management of large class sizes	1	2	3	4
26. Keeping abreast of developments in your own subject matter area	1	2	3	4
27. Teaching and learning styles	1	2	3	4

ASSESSMENT:

28. Coping with the task of evaluating and communicating student progress	1	2	3	4

(Sample)

Notes

29. Selecting and specifying performance goals and objectives	1	2	3	4
30. Constructing and using tests for evaluating academic progress	1	2	3	4
31. Assessing and selecting appropriate materials and activities for individualized instruction	1	2	3	4
32. Diagnosing basic learning difficulties	1	2	3	4
33. Evaluating your instructional methods and procedures	1	2	3	4
SPECIAL PROGRAM:				
34. Alcohol/Drug Education	1	2	3	4
35. Special Resources Programs	1	2	3	4
36. Gifted and Talented Program Development	1	2	3	4
37. Multicultural Education	1	2	3	4
38. Early Childhood Education	1	2	3	4
39. Career Education	1	2	3	4
40. Time Management	1	2	3	4
41. Managing and Reducing Stress	1	2	3	4
42. Legal Aspects of Teaching	1	2	3	4
43. Decision Making	1	2	3	4
44. Learning Centers	1	2	3	4
45. Computers in the School and Classroom	1	2	3	4
46. Bulletin Board Ideas and Development	1	2	3	4

Notes

(Sample)

47. Other (describe briefly) 1 2 3 4

_____

_____

_____

_____

_____

TEACHER SELF-ASSESSMENT INVENTORY
of Skills and Interest

FROM THE 47 TOPICS LISTED, CHOOSE THREE (3) AND LIST IN ORDER OF PRIORITY

_____

1. _____

2. _____

3. _____

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Notes

MENTOR/MENTEE LOG

First Quarter '96-'97

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	DATE
❒ Met and got acquainted	_____
❒ Developed collegial relationship (continue to monitor progress)	_____
❒ Discussed PDP/Inservice Hours	_____
❒ Set up weekly/biweekly meeting time	_____
❒ Shared resources	_____
❒ Set date to observe in mentor's class	_____
❒ Set date to observe mentee	_____
❒ Discussed teacher evaluation	_____
❒ Discussed first quarter grades and parent-teacher conferences	_____
❒ Scheduled meetings/inservice for this year	_____
❒ Held question/answer period	_____

Signatures verify that we have accomplished the activities checked off above.

_____ **Mentor**

_____ **Mentee**

Notes

MENTOR/MENTEE LOG

Second Quarter '96-'97

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	DATE
❒ Finalized PDP and made copies for both of us and the principal	_____
❒ Met for informal discussions (in the hall and at lunch)	_____
❒ Celebrated together by _____	_____
❒ Talked about first quarter grades and parent-teacher conferences	_____
❒ Discussed classroom problems	_____
❒ Scheduled second classroom observation	_____
❒ Watched each other teach	_____
❒ Talked about what we saw	_____
❒ Met with Principal to discuss how things are going	_____
❒ Discussed professional development opportunities	_____
❒ Scheduled a time to see another teacher in his/her classroom	_____

Signatures verify that we have accomplished the activities checked off above.

_____ **Mentor**

_____ **Mentee**

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Notes

MENTOR/MENTEE LOG

Third Quarter '96-'97

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	DATE
❒ Continued informal contact (hallway/lunch)	_____
❒ Reviewed PDP/Inservice Hours	_____
❒ Reviewed attendance at building/district events	_____
❒ Scheduled third observation	_____
❒ Discussed a new/innovative teaching strategy	_____
❒ Evaluated relationship so far	_____
❒ Celebrated by _____	_____
❒ Scheduled a time to see another teacher in his/her classroom	_____

Signatures verify that we have accomplished the activities checked off above.

_____ **Mentor**

_____ **Mentee**

Notes

MENTOR/MENTEE LOG

Fourth Quarter '96-'97

Please check all activities accomplished, and list the approximate date it occurred on the form below.

We:	DATE
❒ Finalized PDP, copy sent to _____ at _____	_____
❒ Finalized Inservice Hours form, copy sent to _____ at _____	_____
❒ Set PDP goals for next year	_____
❒ Evaluated program	_____
❒ Celebrated/recognized accomplishments	_____

Signatures verify that we have accomplished the activities checked off above.

_____ **Mentor**

_____ **Mentee**

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(SAMPLE)
Log of Activities

NO	DATE	Title of Workshop, Activity, Strategy	Hours	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

PROFESSIONAL GROWTH LOG

"The crux of teachers' professional growth is the development of a capacity to observe and analyze the consequences for students of different teaching behaviors and materials, and to learn to make continuous modifications of teaching on the basis of cues students convey."

Roland Barth

Name: _____

Position: _____

Dates: From _____ To _____

St. Louis RPDC
Wayne Turner, Director

COLLABORATIVE STAFF DEVELOPMENT FOR STUDENT LEARNING

> "Student learning outcomes should provide the starting point for all school improvement and staff development efforts.
>
> Tom Guskey
> Dennis Sparks

Through the use of a Personal Growth Log, teachers can reflect on their goals for personal development and participate in the establishment of a written summary of their recent teaching and learning experiences. The process will focus on the positive correlation between the teacher's efforts and students' success in the achievement of the learning outcomes.

The following is an outline of some indicators which could be addressed during planning, discussions and the organization of written summaries.

PLANNING FOR INSTRUCTION AND ASSESSMENT

- Addressing needs of students
- Differentiation of program to meet student needs
- Reference to Show-Me Standards
- Adaptation of curriculum
- Variety of instructional resource materials and evaluation tools
- Collaboration with colleagues
- Validation of student achievement
- Planning for positive learning behaviors
- Alignment of assessment with curriculum and instruction

LEARNING ENVIRONMENT

- Classroom atmosphere; rapport with students
- Recognition of students' backgrounds and individual needs
- Management techniques and routines
- Communication with students, parents and community
- Classroom work space
- Time management

TEACHING AND LEARNING STRATEGIES

- Identification of student needs
- Modification of program as required
- Recognition of student knowledge and experiences
- Use of a variety of instructional strategies, groupings and resources

TEACHING AND LEARNING STRATEGIES, contd.

- Relevance of program
- Integration of program

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- Involvement of students in planning and evaluating
- Communication with students and parents
- Opportunities to reflect, consolidate learning and pose questions
- Interactions with colleagues, students and parents
- Consultation and co-planning with colleagues

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

- Diagnosing student needs
- Use of a variety of assessment tools
- Alignment of learning outcomes, instruction and evaluation
- Involvement of students in evaluation
- Communication with students and parents
- Establishment of relevant criteria for evaluation
- Use of assessment data to improve instruction

INTERPERSONAL SKILLS AND ATTITUDES

- Demonstration of respect, courtesy, tolerance, openness
- Demonstration of consistent and fair actions
- Development of a supportive atmosphere
- Demonstration of effective communication skills
- Demonstration of adaptability and flexibility
- Participation in solving problems
- Collaboration with colleagues

CONTRIBUTIONS TO SCHOOL SUCCESS

- Demonstration of the values of the school, district and state
- Contribution to a school success plan
- Participation in school/district committees
- Facilitation of professional growth of colleagues
- Establishment of co-operative working relationships with colleagues
- Contribution to school events
- Establishment of effective parent and community relations

> "Too often, professional development has become synonymous with exposure to workshops. Effective professional growth involves participation in a range of on-going learning experiences focused on student success."
>
> Wayne Turner

Professional growth can occur through engagement in/with:

Speakers
Conferences
Institutes
Peer Coaching
Networks
Professional Dialogue
Study Groups
Workshops
Visitations
Interviews
Teacher Research
Video Taping
Journal
University Courses
Professional Reading

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ORGANIZATIONAL GOALS

> "Without explicit learning goals, we are simply not set up and organized for improvement for results. Only such goals will allow us to analyze, monitor, and adjust practice toward improvement."
>
> Mike Schmoker

District Goal(s): _____

_____

_____

_____

_____

_____

_____

_____

_____

School Goal(s): _____

_____

_____

_____

_____

_____

_____

_____

Section A: Goals for Personal Growth

Date: From_____ To_____

What I want to learn more about:

How will this support student learning:

Possible strategies:

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Section B: Professional Growth Experiences

Name of Activity	Date	Description

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Section C: Professional Readings
Books, Journals, Documents, etc.

Title	Date	Description

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Section D: Committee Work
In-school/District, Educator Associations, Community etc.

Name	Date	Task

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Section E: Personal Review File
Letters of support, thank you notes, certificates, etc.

Correspondence	Source	Date

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PERSONAL CONTINUOUS GROWTH PLAN

Name_____ Date_____

School Success Correlates	Planned Outcomes	Implementation Strategies	Indicators of Success (Data)

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PERSONAL CONTINUOUS GROWTH PLAN

Name_____ Date_____

School Success Correlates	Planned Outcomes	Implementation Strategies	Indicators of Success (Data)

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GRADE/TEAM CONTINUOUS GROWTH PLAN

Grade/Team _____

Team Members _____ _____ _____

_____ _____ _____ _____

School Success Correlates	Planned Outcomes	Implementation Strategies	Indicators of Success (Data)

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GRADE/TEAM CONTINUOUS GROWTH PLAN

Grade/Team _____

Team Members _____ _____ _____ _____ _____ _____ _____

School Success Correlates	Planned Outcomes	Implementation Strategies	Indicators of Success (Data)

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NOTES:

NOTES:

Appendix F

Sample District Professional Development Plan (Including Budget Summary)

Notes

SAMPLE
NEW ROMAN R-I
PROFESSIONAL DEVELOPMENT PLAN

I. Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education.

Effective professional development programs are well-organized and systematic. They are cooperative efforts involving teachers, administrators, and school board members. They draw upon the resources of higher education and the community. Their most important benefit is better education for students.

The New Roman R-I Board of Education values professional development for its faculty and is committed to providing systematic professional development for both beginning and practicing teachers. The board will support the professional development committee with the one percent minimum guarantee of its revenue from the Foundation program plus additional funds where needed to achieve district goals.

II. Definition Professional Growth is:

1. Expanding one's academic knowledge and experiences to help students grow.
2. Setting personal/professional goals and establishing means to achieve these goals.
3. Growth of individuals within each group resulting in interdependence among the team.
4. The continuous process of learning throughout one's career.

III. Objectives and Goals In the planning and development of district professional growth activities for the pre-service teachers and the beginning teachers, the PDC establishes the following objectives and goals:

1. Design a plan for working with outside resources, i.e., colleges and universities, professional groups, State Department of Education, and other experts for development activities.
2. Provide opportunities for improving the internal classroom environment, addressing routine procedures, discipline, communication with parents, etc.
3. Oversee and assist in a mentoring program.
4. Provide information on available college credit courses, seminars, and workshops to staff members.
5. Develop a budget for continued growth of the in-service programs.
6. Assess staff needs and develop in-service opportunities to meet those needs.

Notes

7. Serve as a confidential consultant upon a teacher's request, as well as assist staff members in coping with internal and external crises, job stress and burnout.
8. Address the district comprehensive school improvement plan goals as follows:

GOAL 1: We will reassess and update our curriculum to insure that we are providing students with relevant and useful learning opportunities consistent with our mission.

GOAL 2: We will reassess student performance standards and assessment techniques.

GOAL 3: We will develop and implement strategies to present the district in a positive, proactive manner.

GOAL 4: We will re-evaluate our instructional program to insure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.

GOAL 5: We will maintain fiscal practices that will meet current and future educational programs.

IV. Structure of the Committee The Professional Development Committee will be a standing district-wide committee developed according to the following guidelines:

1. The PDC will consist of two teacher elected representatives from each school building. A central office administrator or building principal will be asked to serve as an ex-officio member.
2. Committee members shall be certified staff members with at least 2 years of teaching experience and at least one year in the New Roman R-I District.
3. Professional development committee members will be elected for 3-year terms. New members are to be elected no later than January 31st, annually. Committee members are to be elected by certified staff. (Classroom teachers, librarians, and counselors)
4. A special election will be held under PDC supervision, in the event that a member must be replaced.
5. The chairperson will be elected each year by the members of the committee. A chairperson may serve as many years as elected.
6. The chairperson will call meetings as needed, create the agendas, and conduct the meetings.
7. The co-chairperson will be in charge of sorting and posting all mailings and information on seminars, etc. for the staff.
8. The secretary will keep and record the minutes of the meetings.

Notes

9. The records-keeper will handle and maintain all necessary PDC forms as well as maintain an account balance of the PDC funds.
10. The PDC will meet on the first Wednesday of each month at a location agreed upon by the committee.
11. Special meetings may be called by the president if an approval for a professional development activity is needed before the next regular meeting. Special meetings generally will not be called unless unusual circumstances presented a timely application by the would-be participants.
12. Guidelines as to the number of professional development activities any given teacher may attend, etc. will be developed as needs occur.
13. Training for new members will be accomplished by March 31st and service will begin on April 1st.
14. The entire PDC committee will receive PDC membership training as provided by the local professional teachers' organization or the RPDC.
15. The entire PDC will plan professional development opportunities for staff to help accomplish the stated professional development goals.
16. The entire PDC will review requests for professional development by individuals, determine if they are related to goals and grant approval. The president will sign the approval form.

V. New Teacher Assistance To provide special assistance for every teacher during their first two years, including guidance from an assigned experienced teacher.

1. Principals will assign mentors.
2. The professional development committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
4. The PDC will develop a basic individual professional development plan. New teachers in conjunction with their mentor (and/or principal if requested by the teacher) shall make adjustments so the plan best fits the teacher's needs.

VI. Guidelines for Mentor Teacher Selection

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

Notes

Thorough and consistent training of mentor teachers is very important to the success of the program. A district's professional development committee should arrange summer training programs for mentors. The training should address these topics:

1. The role and responsibilities of all members of the new teacher's professional development team, including the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative.
2. The role and responsibilities of the professional development committee.
3. The techniques of coaching and counseling.
4. The format and content of the professional development plan.
5. How to use teacher evaluation to help beginning teachers.
6. Resources (people and publications) available to beginning teachers.
7. Techniques of classroom observation.
8. Current theory and models of instruction and classroom management.

As described in the previous section, the mentor should initiate preparation of the beginning teacher's professional development plan and, along with others, help the teacher elaborate upon that original plan as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in the professional development plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

VII. Needs Assessment for All Teachers

The professional development committee will assess the inservice needs of all practicing teachers. The assessment instruments will be based on the district's instructional goals and the criteria in the district's performance-based teacher evaluation form. Needs assessments will be conducted annually and professional development will be developed around the needs assessments based on the school improvement plan.

VIII. Communications

The professional development committee will serve as communicators between the administration and faculty on matters of professional concern. The professional development committee will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocations.

IX. Educational Advertising

The PDC will promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

1. Maintain a Professional Development Bulletin Board in each staff lounge so that professional development opportunities may be posted.
2. Handle reminder memos and announcements concerning professional growth opportunities.

Notes

X. Evaluation

All PDC activities will be evaluated for effectiveness. The evaluation process will be determined by the PDC. The PDC may use multiple assessment techniques which may include the following:

1. Teacher-led, interactive group sessions
2. Questionnaires and opinion polls
3. Observation of student achievement
4. Individual conferences and interviews
5. Study of student attendance and dropout rates

Professional Development Budget Plan

Regional Professional Development Membership	$ 435.00
District Professional Development Membership	4,326.00
PDC Activities (Planned and approved; includes PDC training and mentoring)	48,815.39
PDC Activities (To be approved; must meet district goals)	6,858.01
A+ Schools Funding in Budget	7,980.00
Reform Grant Funding	14,714.00
Title I Funding	6,319.60
Eisenhower Funding	2,572.00
CSPD (Special Education) Funding	2,000.00
TOTAL BUDGETED ACTIVITIES	**$ 96,000.00**

Plan for Expenditure of Funds to Achieve District Goals

GOAL 1: We Will Reassess And Update Our Curriculum To Insure That We Are Providing Students With Relevant And Useful Learning Opportunities Consistent With Our Mission.

Strategy A: Establish curricular committees in all areas to review and update curriculum and monitor their implementation.

Notes

Objectives:

1) To review draft of performance standards state committees have developed.
2) To review MSIP curriculum expectations and standards and keep our curriculum in line with that.
3) To study current district documents for bringing local curriculum in line with numbers 1 and 2.
4) To study curriculum gaps in various disciplines and work to fill the gaps.
5) To modify curriculum materials to meet the needs of diverse learners.

District-Level: These activities will address Objectives #1-#5.

Activity #1: Committee work on Social Studies in year 1 of the 5-year plan. Representatives from all grade levels work together on this.

Activity #2: Committee work on industrial technology curriculum in year 1 of the 5-year plan. Representatives from pertinent grade levels work together on this.

Activity #3: Committee work on Career Education in year 1 of the 5-year plan. This will dovetail with the high school's A+ School program.

Activity #4: Committee work on Language Arts to begin revision to align with the state's performance standards/assessments.

Activity #5: Committee work on Math to begin revision to align with the state's performance standards/assessments.

Activity #6: Committee work on Science to begin revision to align with the state's performance standards/assessments.

Strategy B: Insure that all curriculum is articulated PK-12.

District-Level: Activities #1-#6 on Goal 1, Strategy A.

Strategy C: Provide the opportunity to study and implement integrated curricular strategies wherever possible.

Objectives:

1) To gain base-line, Level 1 knowledge and strategies on how to begin

Notes

implementation of integrated curricular strategies.

District-Level:

Activity #1: Quincy Conference

Quincy, Illinois, 22 staff Registration	$ 484.00
Mileage of 400 mile round-trip, 5 drivers	455.00
Lodging: $52.82 per night x 5 rooms	528.00
Meals: $30.50 x 22	671.00
	$2,138.00

Objective #1

Activity #2: In-district Workshop, "Reading Workshop"
5 two-hour sessions, September, January

Presenter: MU Partnership	$2,000.00
Stipends: 40 staff x 10 hours @ $12.00	4,800.00
Food: $31.53 and $74.51 (food-HH) $173.50 (food—SKY)	279.54
	$7,079.54

Objective #1, Level 2

Activity #3: Out-of-district workshop, "Curriculum Modifications for Students with Disabilities"
4 two-day sessions
Presenter: Special Education Projects

Registration: 5 @ $65.00	$325.00
Mileage:	62.50
	$387.50

Objective #5

Building-Level:

Activity #4: "Integrated Curriculum"
Date: February
Presenter: STARR Teacher

Stipends 21 @ $12.00 an hour **$252.00**

Objective #1, Level 1

Activity #5: "Integrated Curriculum"
October
Presenter: STARR Teacher

Stipends: 21@ $12.00 an hour **$240.00**

Objective #1, Level 1

Notes

Activity #6: "Thematic Teaching Follow-up"
March
Presenter: STARR Teacher
Stipends: **$396.00**

Objective #1, Level 1

Strategy D: Study the utilization and implementation of technology in all applicable curriculum areas.

Objectives:

1) To learn how to integrate computer technology to classroom learning objectives.
2) To familiarize and implement computer network system use.
3) To learn how to utilize the internet for communication and research purposes.
4) To learn how to write grants to secure technology for classrooms and buildings.
5) To learn how to adapt technology to meet the needs of students with disabilities.

District-Level:

Activity #1: See Goal 1, Strategy C, Activity #1, Objectives #1 & #2

Building-Level:

Activity #2: "Grant Writing to Secure Technology"
Presenter: TBA, January $ 50.00
Stipends: 288.00
$338.00

Objective #4, Level 1

Activity #3: "Utilizing Networked Computers for Student Success"
Level 1, November
Presenter: TBA, 2 sessions $150.00
Stipends: 292.00
$442.00

Objective #1 & #2, Levels 1 & 2

Out-of-District Workshops/Conferences:

Activity #4: Out-of-District Conference—"Introduction to the Internet"
The Learning Exchange **$ 90.00**

Objective #4, Level 1

160

Notes

Activity #5: Out-of-District Conference—"Introduction to the MORE-NET"

CMSU Consortium, October, 8 hours training

Training Free to MORE-NET Users, Level 1 **$870.00**

Activity #6: Out-of-District Conference - "Core Curriculum in Assistive Technology"

April, 1 week

Registration - two at $150.00	$300.00
Substitutes	450.00
Lodging/mileage	270.50
CSPD:	**$1020.50**

Objective #5

Totals for Goal 1	Used	Remain
PDC Activities Planned	**$12,233.04**	**$36,582.35**
A+ Schools		**$ 7,980.00**
Reform Grant		**$14,714.00**
Title I		**$ 6,319.60**
Eisenhower		**$ 2,572.00**
CSPD	**1020.50**	**$ 979.50**

GOAL 2: We Will Reassess Student Performance Standards And Assessment Techniques.

Strategy A: We will identify and clarify student performance to insure alignment with state expectations.

Objectives:

1) To incorporate this goal into our curriculum work as stated in Goal 1, Strategy A of this document.
2) To learn to write authentic assessments in line with Performance Standards of the State.
3) Investigate models for authentic assessment.

District-Level:

Activity #1: "Reading Workshop" See Goal 1, Strategy C

Objective #2

Notes

Building-Level:

Activity #2: "Authentic Assessment"
January
Presenter: STARR Teacher
Stipends: 21@ $12.00 an hour **$252.00**
Objectives #1, #2, & #3, Level 1

Out-of-District:

Activity #3: "Quincy Conference" Quincy, Illinois
See Goal 1, Strategy C, Objective #1

Activity #4: "Portfolio Assessment"

Registration $295.00 @ 4	$1,180.00
Lodging and travel	295.00
Substitutes	180.00
	$ 1,655.00

Activity #5: "Using Portfolio Authentic Assessment"
January

Registration: @ $195.00 each	$ 195.00
Mileage	40.00
Meal	5.50
Substitutes	45.00
	$ 285.50

Objectives #1, #2, & #3, Level 1

Strategy B: We will study and implement, where appropriate, alternative assessment techniques.

Objectives:

1) Staff members will seek training to implement alternative assessment techniques in their classrooms.
2) Staff committees will be trained in writing alternative performance assessment techniques at the high school in line with the goals of the A+ School Grant.
3) Participants will be trained to train others in understanding the Socratic Method and how to relate authentic learning to assessing authentic learning.

Building-Level:

Activity #1: Authentic assessments developed by MAP 2000 building teachers will share their learned and experiential information at building faculty meetings and informally in their buildings.

162

Notes

Presenters: MAP 2000 team members **$ 0.00**
No stipends

Objectives #1 & #2, Level 1

Activity #2: "Learning How to Write Performance Standards and Assessments"

Presenter: A+ School funded (A+) $2,000.00

Stipends: 41 staff x 12 hours x $12.00 an hour 5,904.00
(Reform Grant)
Stipends funded possibly by Reform Grant **$7,904.00**

Objectives 1 & 2, Levels 1 & 2

Activity #3: "Socratic Questioning"

Second Semester

Presenter: STARR Teacher

Stipends funded possibly by Reform Grant
(Reform Grant) **$600.00**

Objectives #1 & #2, Levels 1 & 2

Activity #4: "Baseline Training in Writing Performance/Assessment Standards" as a precursor for Activity #2

Presenter: A+ School funded (A+) $2,000.00

Stipends: $83.00 x 3 hours @$12.00 for 249 hours $2,988.00
(Reform Grant) **$4,988.00**

Objectives #1 & #2, Levels 1 & 2
(Also see Goal 2, Strategy A, activities which relate to this)

Activity #5: "Assessment Accommodations for Students with Disabilities"
Presenter: CISE

Registration: 5 general education teachers,
5 special education teachers PDC $300.00
CSPD $300.00

Objectives 1 and 2

Strategy C: To develop and implement a comprehensive post-graduate survey to assess student preparation for postgraduate work or further studies.

Objectives:

1) To receive information and training in effective mentoring strategies that allow our district staff to positively impact the professional growth of our new teachers.

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District-Wide:

Activity #1: "Mentoring Training" in August

Presenter: TBA	$ 200.00
Stipends for staff	1,032.09
Food	236.25
	$1,468.25

Objective #1, Level 1

Totals for Goal 2	Used	Remain
PDC Activities (Planned)	$ 3,960.80	$32,621.55
A+ Schools	$ 4,000.00	$ 3,980.00
Reform Grant	$ 9,492.00	$ 5,222.00
Title I		$ 6,319.60
Eisenhower		$ 2,572.00
CSPD	$300.00	$ 679.50

GOAL 3: We Will Develop and Implement Strategies To Present The District In A Positive, Proactive Manner.

Strategy A: Work with the media to provide input about positive student-centered programs.

Strategy B: Develop procedures that accentuate the positive attributes of staff contributions through the district.

Strategy C: Develop programs that encourage and promote parental interaction within each building and the district as a whole.

Objectives:

1) To provide information for Title 1 parents which encourages and promotes parental interaction in the district.
2) To learn how to involve parents in school activities.

District-Level:

Activity #1: "Spring Parents' Meeting and Award Ceremony"
April

Stipends		$ 480.00
Food		300.00
	(TITLE 1)	**$ 780.00**

Objective #1, Level 1

104

Notes

Activity #2: "Parent Resource Center Open Houses, Information and Get Togethers"
September and October

Stipends		$ 300.00
Food		300.00
	(TITLE 1)	**$ 600.00**

Objective #1, Level 1

Activity #3: "Parent Workshops on How to Help Children at Home"
January - March

Stipends		$ 300.00
Food		300.00
	(TITLE 1)	**$ 600.00**

Objective #1, Level 1

Activity #4: "Parent Involvement"
Spring
Presenter from MSTA
Stipends est. @9 staff @ $12.00 an hr. **$ 100.00**
Objective #2, Level 1

Strategy D: Work with all governmental agencies to insure that timely, adequate, and coordinated services are provided to students through inter-agency partnerships.

Strategy E: Utilize strategies that promote improvement of student/teacher/parent communications.

Objectives:

1) To learn how to effectively communicate student progress to parents.

District-Level:

Activity #1: "Parent/Teacher Conferencing"
October

Presenters: TBA	$ 150.00
Stipends for 9 teachers @ $12.00 an hour	108.00
	$ 258.00

Objective #1, Level 1

165

Notes

Totals for Goal 3	Used	Remain
PDC Activities Planned	$ 358.00	$32,263.55
A+ Schools		$ 2,000.00
Reform Grant		$ 5,222.00
Title I	$ 1,980.00	$ 4339.60
Eisenhower		$ 2,572.00
CSPD		$ 697.50

GOAL 4: We Will Re-evaluate Our Instructional Program To Insure That Varied Instructional Techniques Are Being Used To Address The Diversity of The Student Population and Desired Learner Expectations.

Strategy A: Expand staff development activities to study various instructional strategies and philosophies and implement as appropriate.

Objectives:

1) To gain new strategies in the current reading and across-the-curriculum teaching ideas used on all levels.
2) To gain new strategies in cooperative learning in the classroom.
3) To gain new strategies to utilize whole language strategies in the classroom.
4) To gain background knowledge and implementation strategies for a district-wide instructional spelling approach.
5) To gain interactive strategies such as cooperative learning where students learn problem-solving and collaboration skills.
6) To develop developmentally appropriate strategies for preschool and primary-aged students.
7) To gain research-based teaching strategies in science.
8) To gain understanding of the instructional advantages to multi-aged classrooms.
9) To gain research-based teaching strategies in math.
10) To gain strategies to teach to students' learning strengths and preferences.
11) To gain up-dated strategies to teach music.
12) To learn how to implement Project Construct into Kindergarten curriculum.

District-Level:

Activity #1: "Reading Workshop/Teaching and Assessing Strategies"
10 hours training in 5 sessions, Sept-Jan.

See Goal 1, Strategy C, Activity #2
Objectives #1, #2, & #3

Notes

Activity #2: "Spelling Workshop"
October

Presenter: TBA	$1,400.00
$9.00 each for 45 manuals	405.00
Food	121.00
	$1,926.00

Objective #4, Level 1

Building-Level:

Activity #3: "Cooperative Learning—Preparing Students to Work Together Cooperatively"

Presenter: STARR Teacher	$ 0.00
Stipends	156.00
Food	14.71
	$ 170.71

Objective #2 & #5, Level 1

Activity #4: "Cooperative Learning—Responsible Kids" Video Program
November
Presenter: On video

Stipends for other staff in-district	**$ 216.00**

Objective #2 & #5, Level 1

Activity #5: "Cooperative Learning"
January

Presenter: STARR Teacher	$ 150.00
Stipends for 20 staff	240.00
	$ 390.00

Objective #2 & #5, Level 1

Notes

Activity #6:	"Alternative Methods of Instruction"		
	Date: TBA		
	Presenter: TBA		$ 500.00
	Stipends for 20 staff		240.00
			$ 780.00
	Objective #5, Level 1		
Activity #7:	"Brain Research" A Video Services		$ 450.00
	Stipends: 10 staff each time or 30		672.00
			$1,122.00
	Objective #5, Level 1		
Activity #8:	"Cooperative Learning"		
	Funded by A+ School	(A+)	$2,000.00
	15 staff for 90 hours stipend		
	(Possible Reform Grant)		1,080.00
			$3,080.00
	Objective #5, Level 1		
Activity #9:	Level 2 of "4-MAT Training"		
	EXCEL Corp. Trainer A+ Schools		$2,000.00
	15 staff for 90 hours stipend		
	(Possible Reform Grant)		1,080.00
			$3,080.00
	Objective #10, Level 2		
Activity #10:	Level 1 & 2 "Temperament Training"		
	Presenters: TBA		$1,200.00
	Stipends for both levels of training		
	(Possible reform Grant)		2,480.00
			$3,680.00
	Objective #10, Levels 1 & 2		

Notes

Activity #11: "Cooperative Learning"
Presenter: STARR Teacher
Stipends for 9 staff @ $12.00 an hour **$ 108.00**

Objectives #2 & #5, Level 1

Activity #12: "Cooperative Learning"
Presenter: STARR Teacher
Stipends in building
Stipends for other staff $ 300.00

Objectives #4 & #7, Level 1

Out-of-District workshops/conferences:

Activity #13: "Cooperative Learning" by Dr. Spencer Kagan
September

Registrations	$ 605.00
Mileage: $13.80 x 3 cars	41.00
Substitutes	420.00
	$ 1,066.00

Objectives #2 & #5, Level 1

Activity #14: "Young Years Conference" Tan-Tar-A March
1 Title 1 teacher @$95.00 regis. $67.50 room, $18.50 meals and $15.00 mileage Title 1 pay (Title I) $ 279.50
2 teachers @ $95 regis. $67.50 room, $18.50 meal and $15.00 mileage 599.00
$ 878.50

Objectives #1, #2, & #6, all 3 Levels

Activity #15: "Strengthening Student Learning" by Bureau of Education and Research, November

Registration	$ 298.00
Substitutes	90.00
Mileage	44.33
	$ 432.33

Objectives #1, & #2, Level 1

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Notes

Activity #16: "Engaging Young Learners—Making Kindergarten Best" by Bureau of Education and Research

Registration	$ 218.00
Meals	11.00
Substitutes	90.00
	$ 319.00

Objectives #1, & #2, & #6, Level 1

Activity #17: "Applying Whole Language Conference" TAWL

October

Registration	$ 100.00
Mileage	20.00
	$ 120.00

Objectives #1, & #2, Level 2

Activity #18: "Using Centers Effectively"

Registrations	$ 160.00
Mileage	20.00
	$ 180.00

Objectives #1, & #2, Level 1

Activity #19: "Hands-On Science" —4 attending

Registrations
Mileage

Substitutes	$ **180.00**

Objectives #7, Level 1

Activity #20: "Kindergarten-First Grade Institutes"

Total package is	**$ 900.00**

Objective #6, Level 1

170

Notes

Activity #21:	"Multi-Age Classrooms"	
	Registration	$ 180.00
	Mileage	0.00
	Substitutes: 2	90.00
		$ 270.00
	Objective #8, Level 1	
Activity #22:	"Active Learning" Assorted Tools Conference, Tan-Tar-A	
	April	
	Registration $140.00 each	$ 560.00
	Substitutes: 4	180.00
	Rooms	0.00
	Meals	0.00
	Mileage	0.00
		$ 740.00
	Objectives #5, Level 1	
Activity #23:	"Enhancing Math Learning"	
	December	
	Registrations	$ 327.00
	Meals	0.00
	Mileage	0.00
	Substitutes	135.00
		$ 462.00
	Objectives #9, Level 1	
Activity #24:	"Interface" in Tan-Tar-A, February	
	Registration $150.00 each	$ 750.00
	Meals	0.00
	Rooms: $59.00 ea. For 8 rooms	472.00
	Substitutes: 15 x $45.00 x 2	$ 1,350.00
	Mileage	0.00
	(Eisenhower Funded)	**$ 2,572.00**
	Objectives #8 & #9, all 3 levels	

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Notes

Activity #25: "Teaching for Success: Strengthening Child-Centered Classrooms"

November, Society of Developmental Education, sponsor

Registration for 2	$ 198.00
Substitutes	80.00
Mileage	0.00
	$ 278.00

Objectives #1 & #2, Level 1

Activity #26: "Reflections on Reading" Conference, St. Louis, Sponsored by the IRA, state chapter

St. Louis, MO, Spring

8 Title 1

Registration $90.00 each	$ 720.00
Rooms @ $70.00 each 5 rooms for 2 nights	700.00
Mileage 480 miles @ 20.5 cents a mile (Title 1)	98.40
Substitutes 8 teachers @ $45.00 a day, 2 days	720.00
(TITLE 1)	**$ 2,238.40**

Objectives #1 & #3, all 3 levels

Activity #27: "Cooperative Learning Workshop"

2 teachers @ $55.00 each	$ 110.00
Mileage: Estimated	20.00
Meals	0.00
Substitutes	90.00
	$ 220.00

Objective #2 & #5, Level 1

Activity #28: "Accelerated Learning Workshop"

2 teachers @ $195.00 each	$ 380.00
Lodging and Travel	150.00
Substitutes	90.00
	$ 620.00

Objective #10, Level 1

Notes

Activity #29: "National Council of Teachers of Math Conference"

Spring 2 attending

Registration: $115.00 each	$ 230.00
Meals	92.00
Mileage	64.00
Lodging	147.92
Substitutes for 1 day @ $45.00 each per day	90.00
	$ 623.92

Objective #9, all 3 levels

Activity #30: "Strengthening Your 3rd Grade Program"

Bureau of Education Research

January

Registration: 2 attending	$ 218.00
Mileage	40.00
Meals	11.00
Substitutes for 2 @ $45.00 each per day	90.00
	$ 359.00

Objectives #1, #2, & #3, all 3 levels

Activity #31: "Music Convention" in San Antonio, TX

1 attending

Partial PDC pay for expenses	$ 150.00
Substitute	45.00
	$ 195.00

Objectives #11, all 3 levels

Activity #32: "Project Construct"

July

Presenters: TBA	**$ 800.00**

Strategy B: Insure that we explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, vocational, and other identified needs.

Notes

Objectives:

1) To address the needs of "At-risk students" in Title 1 and Special Education programs.
2) To address the needs of autistic students with specific strategies.
3) To approach "Learning Styles" as a way of organizing instruction to meet the learning needs of all learners.
4) To plan a whole school project at Stanton Elementary to better meet the needs of all students in that building through the Title 1 funding.
5) To address the needs of ESL students.
6) To prepare all students to take tests to enhance their performance.

District-Wide:

Activity #1: "Teaching to Learning Styles" workshop for elementary "in-class" Title 1

team for make and take activities

4 elementary buildings represented.

Presenter: TBA	$ 300.00
Stipends	2,000.00
Materials	500.00
(TITLE 1)	**$ 2,800.00**

Objectives #1 & #3, Level 1

Activity #2: "ESL Workshop", August

Presenters: TBA	**$ 537.75**
Presenters fees:	
Food	
Stipends: None given/inservice credit	

Objective #5, Level 1

Building-Level Workshops:

Activity #3: "Multiple Intelligence's"

Presenter: STARR Teacher	
Stipends	**$ 180.00**

Objective #3, Level 1

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Activity #4:	"Multiple Intelligence's" Presenter: STARR Teacher Stipends	**$ 240.00**
	Objective #3, Level 1	
Activity #5:	"Multiple Intelligence's" Presenter: STARR Teacher Stipends: 22 x $12.00	**$ 240.00**
	Objective #3, Level 1	
Activity #6:	"Multiple Intelligence's" Series of 3 video tapes 3 one hour sessions	$ 680.00
	Stipends 15 ea. Time est.	540.00
		$ 1,220.00
	Objective #3, Level 1	
Activity #7:	"Multiple Intelligence's" December Presenter: STARR Teacher Stipends: $12.00 x 4	**$ 48.00**
	Objective #3, Level 1	
Activity #8:	"Special Education Referral Process" Presenter: TBA	$ 50.00
	Stipends	96.00
		$ 146.00
	Objective #1, Level 1	
Activity #9:	"Brain Research" 3-part services January, February, April	**$ 672.00**
	Objective #3, Level 1	

Notes

Activity #10:	"Test Taking Strategies"		
	Presenter: TBA	$	50.00
			180.00
		$	**230.00**
	Objective #1, Level 1		
Out-of-District			
Activity #11:	"Introduction to Autism" Project Access		
	Lunches	$	35.00
	Substitutes		240.00
	CSPD:	**$**	**275.00**
	Objective #2, Level 1		
Activity #12:	"State Title 1 Conference", Columbia, MO		
	5 attending for District		
	Registration: $90.00 each	$	450.00
	Mileage: 180 x 20.5 centers		36.90
	Meals		40.00
	(TITLE 1)	**$**	**526.90**
	Objective #1, all 3 levels		
Activity #13:	"Planning the Whole School Project"		
	5 attending for District		
	Mileage	$	16.40
	Substitutes: 3 staff		135.00
	(TITLE 1)	**$**	**151.40**
	Objective #4, Level 1		
Activity #14:	"Difficult Students", January		
	2 attending		
	Registration	$	178.00
	Substitutes		90.00
		$	**268.00**
	Objective #1, Level 1		

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Activity #15:	"Training At-Risk Children", February		
	2 attending		
	Registration	**$**	**70.00**
	Objective #1, Level 1		
Activity #16:	"Missouri School Counselor's Association"		
	2 attending		
	Registration	$	120.00
	Meals		52.00
	Hotel		90.00
		$	**262.00**
	Objective #1, all 3 levels		
Activity #17:	"Introduction to Autism", January		
	2 attending		
	Registration: $89.00 each	$	178.00
	Mileage		41.25
	Lodging		45.00
	Meals		39.75
	CSPD	**$**	**304.00**
	Objective #2, level 1		
Activity #18:	"High Functioning Students with Autism", April		
	1 attending		
	Registration: $49.00 each	$	49.00
	Mileage		41.25
	Meals		10.25
	CSPD	**$**	**100.50**
	Objective #2, Level 1		

Notes

Activity #19:	"Strengthening the Achievement, Motivation and Responsibility of At-Risk Students", Grades 6-12		
	Title 1 staff members		
	Registration: $90.00 each	$	270.00
	Mileage: 180 x 20.5 centers		36.90
	Meals: $5.50 ea.		16.50
	(TITLE 1)	**$**	**323.40**
	Objective #1, Levels 1 & 2		
Activity #20:	"Multiple Intelligence's"		
	2 attending @ $30.00 ea.	**$**	**60.00**
	Objective #4, Level 1		
Activity #21:	"Teaching the At-Risk Student"		
	$35.00 registration for 4 attending	**$**	**140.00**

Strategy C: Study and develop programs that expand the teaching of parenting skills.

Strategy D: Initiate activities that insure that we are developing higher order thinking skills.

Objectives:

1) To investigate "Socratic Questioning" as a way to tap into Higher Level Thinking Skills Development.
2) To study the application of high thinking skills to performance based instruction and testing.

District-Level

Activity #1:	"Higher Order Thinking Skills"		
	Presenter: TBA	$	485.00
	Stipends		612.00
	Food		75.00
		$	**1,172.00**
	Objective #2, Level 1		

Notes

Building-Level:

Activity #2: "Socratic Questioning", STARR teacher will meet informally with teachers throughout a day to lead discussion on this topic **$ 0.00**

Objective #1, Level 1

Out-of-District: (Spare)

Activity #3: "Igniting, Exciting and Inviting Student Thinking Workshop"

2 teachers

Registration: @$90.00 ea. **$ 180.00**

Objective #2, Level

Strategy E: Develop strategies and techniques to improve staff recruitment and retention.

Strategy F: Study and initiate programs that provide transitioning skills for students.

Totals for Goal 4	Used	Remain
PDC Activities Planned	$22.242.71	$10.020.84
A+ Schools	$ 2,000.00	$
Reform Grant	$ 4,640.00	$ 582.00
Title I	$ 6,319.60	$
Eisenhower	$ 2,572.00	$
CSPD	$ 679.50	$

GOAL 5: We Will Study and Implement Techniques and Programs In Order To Improve Our School Climate To Enhance Student Learning and Employee Satisfaction.

Strategy A: Initiate a plan to study and implement site-based management techniques.

Notes

Building-Level Activities:

Activity #1:	"Team Building", November	$	40.00
	Presenter: TBA		460.00
	Stipends		168.00
	Food		120.00
		$	**788.00**
	Objective #1 & #2, Level 1		
Activity #2:	"Team Building"		
	November		
	Presenter: TBA		
	Stipends 12	**$**	**177.00**
	Objective #1 & 2, Level 1		
Activity #3:	"Making Change for School Improvement"		
	Presenter: TBA	$	150.00
	Stipends: 12 staff for 3 hours each		432.00
	(Possible Reform Grant)	**$**	**582.00**
	Objective #2, Level 1		
Activity #4:	"Team Building"		
	"Communication Styles and Conflict Resolution"		
	January	$	625.00
	Stipends		**720.00**
	Food		50.00
		$	**1, 395.00**
	Objective #1 & #2, Level 2		
Activity #5:	"Inserting New Cultural Norms"		
	November 16, Satellite Presentation		
	Stipends for 8	**$**	**135.00**
	Objective #2, Level 1		

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Notes

Activity #6: "Quantum Leap Learning: Accelerating and Deepening Change"

December 14, Satellite Presentation

Stipends for 12	$	**180.00**

Objective #2, Level 1

Activity #7: "Professional Literature/Tapes"

"Cooperative Learning" by Spencer Kagan"	$	29.00
"Community Building in the Classroom"		22.00
"Self-Esteem Builders"		44.95
		95.95
		8.64
	$	**200.54**

"Psychology of Winning" by Dennis Waitley, audio tapes

"The 7 Habits of Highly Effective People" by Stephen Covey, audio tapes

"Parenting" Ward and June Don't Live Here Anymore

"Change—Coping With Tomorrow Today"

"Managing Our Differences"

	$	**129.85**

"Assertiveness: The Right Choice" audio tapes

"Power of Effective Listening" audio tapes

"Self-Profile", "Coping With Difficult People"

"Team Building", "Listen Up"

"Balancing Career and Family"

	$	**129.00**
"Conflict Management"		9.95
"A New Attitude"		9.95
	$	**479.29**

Out-of-District

Activity #8: "Restructuring Your School"

5 teachers @ $395.00	$	1,975.00
Lodging and Travel		1,600.00
	$	**3,575.00**

Objectives #1 & #2, Level 1

Notes

Activity #9:	"Managing Difficult People"		
	October, 4 attending	$	218.00
	Lunch		22.00
		$	**240.00**
	Objective #1, Level 1		

Strategy B: Insure that proper safety and security programs are in place.

Strategy C: Develop staff and student recognition programs.

Strategy D: Initiate programming designed to improve student attendance.

Totals for Goal 5	Used	Remain
PDC Activities Planned	**$ 7,299.68**	**$ 2721.16**
A+ Schools	**$**	**$**
Reform Grant	**$ 582.00**	**$**
Title I	**$**	**$**
Eisenhower	**$**	**$**

GOAL 6: We Will Maintain Fiscal Practices That Will Meet Current and Future Educational Programs.

Strategy A: Develop all available funding sources and alternative opportunities.

Strategy B: Study and commit to long-range and short-range planning for district programming.

Totals for Goal 6	Used	Remain
PDC Activities Planned	**$ 7,299.68**	**$ 2,721.16**
A+ Schools	**$**	**$**
Reform Grant	**$ 582.00**	**$**
Title I	**$**	**$**
Eisenhower	**$**	**$**

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Appendix G

Sample Teaming Activities

Notes

Chapter 4, Activity 1
Anticipating Stages of Team Development

Time Required: 60-90 minutes

Purpose: To increase awareness of the characteristics of different stages of team development

To identify the current stage of participants' team(s), and to develop a set of implications or action steps as a result of the analysis

Materials:

Handouts:
- Team Development Wheel
- Stages of Team Development

Transparency:
- Stages of Team Development

Readings:
- Selections as desired

Newsprint and markers

Overhead projector and screen

Trainer's Notes: As members of a staff development team work together, they experience changes in the way they communicate, plan, set priorities, make decisions, resolve conflicts, or share the tasks of team maintenance, and operation. These changes are normal and may even be anticipated. A valuable activity for staff development teams is to periodically reflect on their current stage ofdevelopment and to acknowledge the natural changes that are taking place in individual members and among members of the work group. As their understanding of and comfort with their natural developmental processes increase, so will their satisfaction with the group.

Process:

1. Distribute the handout Team Development Wheel. Ask individual participants to check off the behaviors that they have experienced in the quadrant that seems to reflect the stage that they perceive their team to be in at this time.

2. Invite participants to form small discussion groups of three to five from the same team. Ask them to compare assessments and attempt to reach consensus on their stage of team development. Some teams may be able to agree on a specific number value within a stage.

Notes

3. Reconvene the large group and take a sampling of group stages from the teams represented. Ask clarifying questions and check for understanding to assure accuracy.

4. Using a sheet of newsprint, blackboard, or overhead, review the stages of team development using the transparency and handout, Stages of Team Development.

5. Invite participants to reflect on the framework, their behaviors, and those of their colleagues. Ask them to discuss implications and develop a set of action steps that they would like to implement in their work groups. Ask them to work briefly in small groups and to summarize their discussion. Provide time for sharing of small group discussion ideas.

6. Suggest and review additional resources on the topic of stages of team development. Some of them may be from the list of selected references provided below.

Resources:

Johnson, D., and Johnson, F. (1975). *Joining Together: Group Theory and Skills.* Engelwood Cliffs, NJ: Prentice Hall.

Lacoursier, R. (1980). *The Life Cycle of Groups.* New York: Human Sciences Press.

Miles, M.B. (1981). *Learning to Work in Groups.* Second Edition. New York, NY: Teachers College Press.

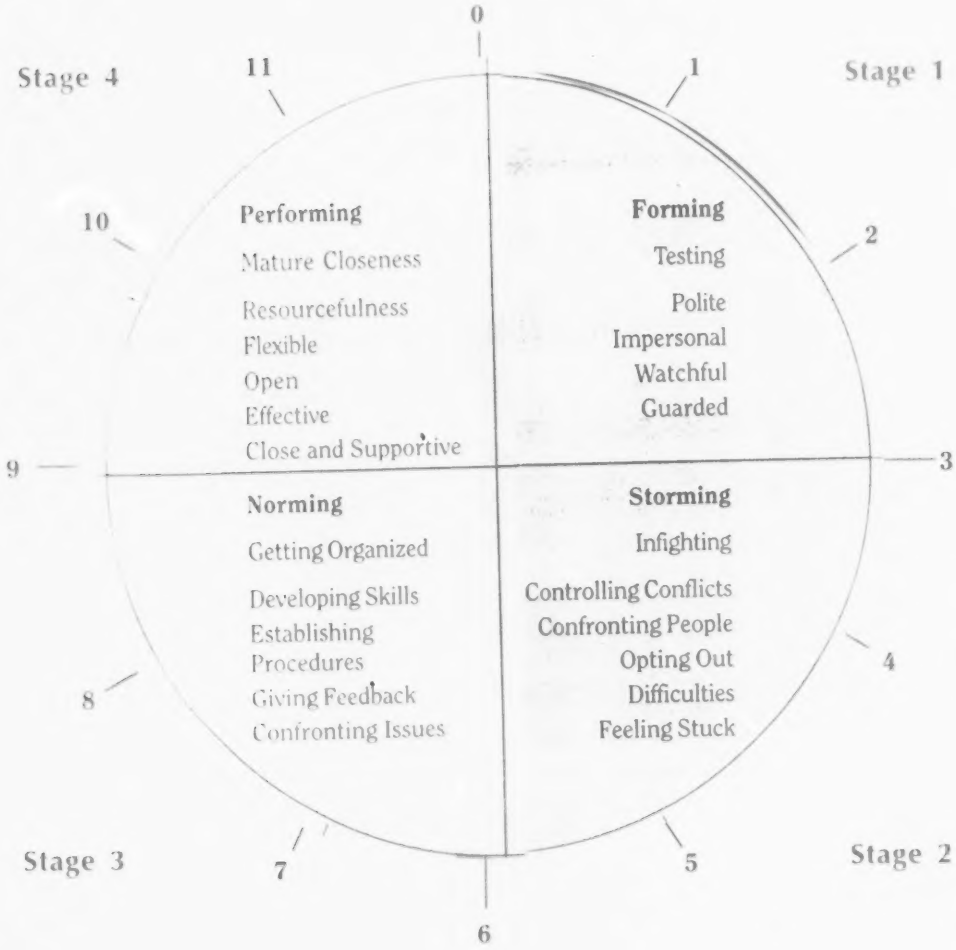
Stokes, S. (1981). *School-Based Staff Support Teams.* Bloomington, IN: National Inservice Network, Indiana University.

Building Systems for Professional Growth

Notes

Team Development Wheel

Instructions: Place a mark on the circumference of the wheel to represent the present status of your team.



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Notes

Stages of Team Development

Forming

- Dependent on leader
- Concern about clarity of task

Storming

- Conflict with members, leader, and task

Norming

- Cohesiveness
- Shifting leadership

Performing

- Interdependency
- Creativity
- High productivity

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Notes

Stages of Team Development

Groups of people working together do not become a team in a day. Teams evolve and become productive over time. Regardless of their size or composition, teams go through certain stages of development. The length of each stage varies from team to team and may be as short as one meeting or may last for several months. The sequence of stages is the same for each, and while the specifics of each stage may vary from team to team, the overall nature of each stage is consistent across teams. During this process, some of the activities and feelings of team members may not appear to be productive. This is particularly true during the dissatisfaction stage when a sense of frustration and incompetence frequently emerges. However, working through each stage is a crucial part of the team's evolution if the end result is to be a fully functioning team.

1. Orientation Stage = Forming
   - Members are somewhat eager and have positive expectations.
   - Members are concerned about and want to know:
     - What is the purpose of the team?
     - What will they have to do?
     - Who will lead?
     - Will their efforts be fruitful?
   - Members are dependent on the situation and whoever is leading.
   - Energy and time are focused on:
     - Defining the goal(s) and the task of their team.
     - Devising at least an initial means for carrying out tasks, i.e., team process and procedures.
     - Determining what skills are needed for their team, which skills members lack and need to develop, and how those skills might be learned.
     - Practicing skills and becoming accustomed to team processes and procedures.

2. Dissatisfaction Stage = Storming
   - Members become somewhat frustrated.
     - Expectations and reality of team work do not coincide.
     - Dependence on the leader becomes unsatisfying.
     - Appropriate resources are not readily available.
     - Some problems presented to team are not easily solved.
   - Members may feel some anger towards the leader, the goals and tasks of the team, and other members.

Notes

- Members may feel sad, discouraged.
  - They feel they cannot do what they hoped.
  - They feel incompetent.
- Energy and time are focused on:
  - Redefining what their task is in "achievable" terms.
  - Determining strategies for solving long-term problems.
  - Determining how best to accomplish their task, including assessing any additional skills needed.
  - Resolving their sense of frustration and incompetence.
  - Redefining their expectations so that they are more compatible with what is possible.

3. Resolution Stage = Norming
   - Frustration is dissipating.
     - Expectations and reality are more closely, if not completely, meshed.
     - Skill in carrying out procedures and, therefore, in completing tasks is increased either by additional experiences with the process or specific training activities.
   - Personal satisfaction is increasing.
     - Process and procedures are being mastered.
     - Self-esteem is heightened.
     - Pleasure in accomplishing task and getting positive feedback from staff through informal or formal monitoring processes outweigh earlier frustrations.
   - Collaborative efforts are beginning to gel.

4. Production Stage = Performing
   - Members are once again eager to be part of the team effort.
   - Individuals on the team feel greater autonomy.
   - Members are working well together.
     - Leadership functions are shared.
     - Sense of mutuality (we sink or swim together) and interdependence has developed.
   - Energy and time are focused on achieving the team's purpose: meeting staff needs through strong staff development activities.

5. Termination
   - Members may feel: 189

     Sense of sadness because the team is, at least for the time being, ending.

Notes

- Strong sense of accomplishment.
- Last minute urgency to tie up loose ends.
- Regret, if they feel they were not able to do everything planned.

- Energy focused on:
  - A qualitative and quantitative evaluation of accomplishments.
  - Current tasks to do for completion.
  - If appropriate, how to plan for the following school year and what changes, if any, should be implemented based on the previous year's experience.

Major Messages:

1. Teams evolve through several stages of development.
2. A stage may last for one hour or one year, and there is no way to know ahead of time how long a particular stage will last.
3. Dissatisfaction is a natural part of the team process and should not be viewed as a sign that the team is failing, but rather that it is time for the members to take stock and review goals, processes, resources, rewards, and outcomes.

Notes

Eleven Commandments for an Enthusiastic Team

1. Help each other be right, rather than wrong.
2. Look for ways to make new ideas work, rather than for reasons they won't.
3. If in doubt, check it out, rather than making negative assumptions.
4. Help each other win and take pride in each other's victories.
5. Speak positively about each other and about your organization at every opportunity.
6. Maintain a positive mental attitude no matter what the circumstances.
7. Act with initiative and courage as if all depends on you.
8. Do everything with enthusiasm — it's contagious.
9. Believe in what you are doing; never give up.
10. Whatever you want — give it away.
11. Have fun!

Appendix H

Sample of Informal Professional Development Surveys

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SAMPLE SURVEY

Is the Professional Development Program Design Effective?

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

1. There is research to suggest that the content of the staff development programs will increase student learning.
   1 2 3 4 5

2. Participants in staff development activities are involved in determing the topics and content.
   1 2 3 4 5

3. The program leader is knowledgeable and has credibility with the participants.
   1 2 3 4 5

4. The program includes a variety of activities designed for adult learners (active engagement, use of prior knowledge, working in teams, real world applications, choice of activities.)
   1 2 3 4 5

5. The program includes continued support and follow-up activities (frequent and ongoing sessions, problem-solving implementation problems, expectations for implementation - not one shot events.)
   1 2 3 4 5

6. The program expects and can demonstrate changes in teachers' classroom practices.
   1 2 3 4 5

7. The program provides for challenging but not overwhelming changes in knowledge, skills, attitudes, and beliefs of participants.
   1 2 3 4 5

8. Staff is receptive to professional development activities - they recognize the need: readiness has been developed.
   1 2 3 4 5

9. Teachers are observed randomly to determine their use of an innovation and the innovations' effects on students.

1 2 3 4 5

10. Teacher and student outcomes for staff development activities are clearly and publicly stated.

1 2 3 4 5

11. The learning climate of professional development activities is collaborative, informal, and respectful.

1 2 3 4 5

12. Staff development includes activities other than "training workshops."

1 2 3 4 5

13. Staff and administrators are aware of the "implementation dip" (things often get worse before they get better).

1 2 3 4 5

14. All staff development training activities include theory, demonstration, practice with feedback, and coaching.

1 2 3 4 5

15. Each school can determine its own staff development activities rather than having uniform activities occurring throughout the system.

1 2 3 4 5

Overall Total: _____

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Source: Guskey and Roy

SAMPLE SURVEY (CON'T.)

Program Content:

On a scale of 1-5, rate one staff development program on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Does the content of your staff development program:

_____ 1. Have proof that it increases student learning?

_____ 2. Have a research base similar to your situation, community, context?

_____ 3. Have relevance to the site and did participants see the need?

_____ 4. Prove to be compatible with other practices that are in use?

_____ 5. Align with other site-based needs and instructional programs?

_____ 6. Target student needs identified through a process of the collection and analysis of student/school performance data (action research process)?

_____ 7. Allow for local "mutual adaptation" to ensure implementation and institutionalization?

Overall Total _____

Source: Guskey and Roy

SAMPLE SURVEY (CON'T)

Organizational Context

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

_____ 1. A norm of experimentation exists which permits educators to try on new instructional practices and be protected if they fail in initial efforts.

_____ 2. A norm of continuous improvement exists which sets by example that learning about teaching is never finished. Everyone continues to refine their skills and knowledge.

_____ 3. Leadership advocates, encourages, and supports staff development through incentives and resources.

_____ 4. Staff development programs are in concert with the school and district's strategic plan including mission, goals, and purpose.

_____ 5. Staff development is funded by a line item in the budget.

_____ 6. Administration and faculty have studied the change process to assist in planning and implementing effective staff development.

Overall Total: _____

Source: Guskey and Roy

SAMPLE

Potential Outcomes For Your Staff Development Program

What will be different as a result of the program?

Participant Outcomes:

Organizational Outcomes:

Student Outcomes:

Source: Guskey and Roy

The Rating Game

How good is your professional development program? Does your district just get by or does it overflow with abundant opportunities for educators to improve their professional practice? To find out, answer the questions below; total your score; and find out how you stack up.

A. We have a line item in our district's budget for staff development.

_____ yes _____ no

B. We have a teacher orientation program designed to prepare new teachers for the first month of classes.

_____ yes _____ no

C. Our mentor program is a two-year commitment for new teachers and allows for monthly observations and/or interactions with a veteran teacher.

_____ yes _____ no

D. We provide a video taping service for teachers who wish to tape a lesson.

_____ yes _____ no

E. We have a professional library stacked with professional books, magazines, video tapes, and audio tapes.

_____ yes _____ no

F. Our staff development committee publishes an annual report to the school board.

_____ yes _____ no

G. We have a building site PDC that makes major decisions at the building level regarding professional development activities.

_____ yes _____ no

H. Teachers and administrators set yearly professional development goals.

_____ yes _____ no

I. Teachers can submit proposals for individual professional growth to the site/district PDC. They get release time if approved.

_____ yes _____ no

J. Our faculty has ongoing discussion groups on professional development issues.

_____ yes _____ no

K. Teachers have regular and equal access to professional development programs, forms, publications, etc.

_____ yes _____ no

L. Our professional development approach has both long-range and short-range goals tied to our school improvement plan.

_____ yes _____ no

M. Our PDC plan is based on teacher survey, district data, and community input.

_____ yes _____ no

N. One bulletin board in each staff room is used exclusively to announce professional development opportunuties.

_____ yes _____ no

O. Our district PDC establishes regular meetings and annual training for new members.

_____ yes _____ no

P. I model cotinuous upgrading of my own professional development and leadership skills.

_____ yes _____ no

Give your district one point for each "yes" answer and read below for your rating.

If your district totaled between 0-5 "yes" responses, your professional development program is "AT RISK." The program needs a major review and overhaul.

A score between 6-10 indicates your professional development program NEEDS IMPROVEMENT. Pick one of the areas that seemed most prominent to you and set a goal to achieve it. Write implementation plan and put it into action.

If you accumulated a "yes" score between 11-13, your professional development program is RESPECTABLE. Continue to strengthen what you have going. Write about your efforts and present at conferences so others can benefit from your experiences.

A score of 15 or 16 indicates you are ready for the Professional Development HALL OF FAME. Send me a silhouette of your head and shoulders so I can prepare your plaque. Congratulations!

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PROFESSIONAL DEVELOPMENT PLANNING AND DESIGN TEAM AND GUIDELINES COMMITTEE

PROFESSIONAL DEVELOPMENT PLANNING & DESIGN TEAM

Notes

The following list contains the names of those who were members of the Professional Development Planning and Design Team. That team was organized early in 1996 and met during the months of March and May. Three objectives were established: Update DESE Professional Development Committee Guidelines, develop a training program and handbook and establish an annual statewide professional development conference.

Updating of the Professional Development Guidelines was accomplished through the efforts of a subcommittee chaired by Dr. Robert Bell. Members of that committee are designated by an asterik.

Members of the Professional Development Planning and Design Team are:

Mary Allen
Teacher
Bolivar Public Schools R-I
Bolivar, MO

Georgia Archibald*
Staff Developer
St. Louis, MO

Kirk Arnold*
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DESE
Jefferson City, MO

Marilyn Ayres-Salamon*
Teacher
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Wentzville, MO

Daniel Beach
Director of Teacher Ed.
Drury College
Springfield, MO

Joan Beard*
Director of Education
MSTA
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Dr. Robert Bell*
Director, Prof. Dev.
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Staff Development Coordinator
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Martha Christmas
Counselor
St. Louis Public Schools
St. Louis, MO

Sue Commons
Teacher
Joplin High School
Joplin, MO

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Dr. Tom Deering
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Dr. Joyce Flowers
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Christine Guinther*
Staff Dev. Facilitator
Francis Howell School Dist.
St. Charles, MO

Cindy Heider*
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Gloria Henry
Teacher
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Hickman Mills
Kansas City, MO

Dr. David Hough*
RPDC Director
Southwest MO State
Springfield, MO

Jill Hughes*
Teacher
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Moberly, MO

Dr. Kathy Jensen*
RPDC Director
University of MO-KC
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Greg Jung*
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Ritenour School District
St. Louis Co., MO

Sally Klein
MO Federation of Teachers
Willard Public Schools
Willard, MO

Mary Kuhn
Lamar Public Schools
Lamar, MO

Danny Loughridge
Teacher
Plato Elementary School
Plato, MO

Patricia Merrill
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Dr. Doug Miller*
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Kathy Paul
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St. Peters, MO

Carol Hansen
Leadership Instructor
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Kansas City, MO

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Pierce City, MO

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Ben Simmons
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Andrea Stanfield
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Suggestions!

Notes

The professional development guidelines will be updated each year. We are interested in making the guidelines a useful tool for those involved with professional development. We seek your suggestions for improvement. Please send any suggestions to:

State Department of Elementary and Secondary Education
Director of Professional Development
Post Office Box 480
Jefferson State Office Building
Jefferson City, Missouri 65102-0480

BEST COPY AVAILABLE